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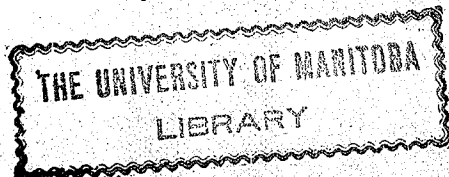
THE RELATIVE MERITS
OF THE
EXAMINING
AND OF THE
ACCREDITING SYSTEMS

A Brief Study
in a
Controversial Phase
of
Educational Administration

THESIS
submitted
to the
UNIVERSITY OF MANITOBA
for the
DEGREE OF MASTER OF ARTS
by

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B.A.,: University of Manitoba: 1908



TO MY MOTHER

who fostered and encouraged
incipient educational aspirations and ambitions
in my vacillating boyhood days
before the quest for truth and knowledge
became spontaneous and irresistible

THIS THESIS

is affectionately

INSCRIBED

P R E F A C E

The first problem that confronted me in preparation of this Thesis was the means to be adopted in securing data. I consulted
 . SOURCES OF DATA . the catalogues of several leading educational publishing companies, but I was unable to find any books listed bearing directly on the subject under discussion. Failing in this attempt, it occurred to me that a circular letter addressed to the Presidents, Registrars, and Deans of the dominant educational institutions of Canada, United States, Great Britain, South Africa, Australasia, Germany, France, Switzerland, and Japan might operate as an initiation into research work at the least. I then set to work to compile a Mailing List, the result of which is shown in Appendix B. A circular letter, the gist of which is given in Appendix A, was then scattered broadcast over four continents. In response to this circular letter I received valuable information from every quarter of the globe; through this channel also I was directed to the Magazine Articles listed in Appendix C; and through this same avenue I became the recipient of the majority of the Reports, Bulletins, Calendars, etc., tabulated in Appendix D.

I rather anticipate that certain literary connoisseurs will criticize the apparently undue proportion assigned in the thesis to
 .FOREWORD REGARDING ELAB- the exposition of the origin,
 .ORATION OF THE ACCREDIT- operation, and evaluation of
 .ING SYSTEMS. . the accrediting systems in
 practice. I therefore beg to assure such critics that I have deliberately devoted considerable space to elucidation of the accrediting systems in practice, because I felt that, to Canadian educational institutions, the accrediting systems as administered in New England and in the North Central and Pacific States of America contained the cardinal elements of an innovation in educational administration, and therefore demanded somewhat more comprehensive delineation as compared with the examining systems in practice.

I have employed the simplest possible system of foot-note references. The number enclosed in brackets etc is the duplicate of a
 .INTERPRETATION OF THE . reference-number in the body
 .FOOT-NOTE REFERENCES. . of the same page; the letter
 following the duplicate reference-number designates the Appendix which lists the authority; and the number following the colon specifies

the correct sub-topic of the particular Appendix which furnishes definite reference to the authority quoted or used. Thus, on page "4" of the Thesis the second footnote reference is "(2)B:42": the "(2)" shows that this authority applies to the quotation in the middle of this page after which the reference-number "(3)" is appended; "B" indicates that the authority is to be found in Appendix B; "42" specifies the sub-topic of Appendix B in which the definite reference is given and which the reader will find to be the communication from my correspondent on behalf of the University of Edinburgh.

At the outset I wish to acknowledge the substantial assistance which I have received in elaboration of this Thesis from half a . GENERAL ACKNOWLEDGMENT. hundred prominent education- ists in Canada, Great Britain, United States, and Germany. That philosophic and philanthropic spirit which condemned the Sophists as "vanders of wisdom" still pervades the educational world. Of this fact I have had an abundance of corroborative evidence in accumulating information relative to the subject at issue; over eighty per cent. of the institutions tabulated in the Mailing List (see Appendix B) of my circular letter nobly responded to my questionnaire.

Without any motive of discrimination, I must acknowledge special indebtedness to half a dozen educationists who particularly .SPECIAL ACKNOWLEDGMENTS. facilitated my researches along different lines and obviated the task of collecting data: to the Principal of the University of London in England for copious information concerning the administration and regulations of that University; to E. B. Pierce, Registrar of the University of Minnesota, who put me into communication with the Cumulative Reference Library at Minneapolis, Minnesota; to C. M. McGonn, Registrar of the University of Illinois, who sent me a lengthy communication as well as a State University Bulletin under the caption "High and Secondary Schools and the State University in Illinois"; to Professor E. G. Holland, Indiana University, who sent me the "Report of the Commission on Accredited Schools and Colleges of the North Central Association of Colleges and Secondary Schools" for 1910; to Professor Leon J. Richardson, of the University of California, who sent me much valuable information which he had gathered while identified with the initiation of the accrediting movement in California; and, finally, to D. M. Duncan, ex-

Registrar of the University of Manitoba, who during his tenure of office as Registrar in 1909 courteously afforded me access to the public archives of Manitoba University.

A Thesis submitted for the Degree of Master of Arts, as I conceive the matter, should discuss some par-
..... amount problem which is agi-
.THIS THESIS A TENTATIVE . tating the frontier-ground a
.CONTRIBUTION TO EDUCA- . of current human thought— a
.TIONAL DISCUSSION. . phase of a subject which has
..... not been crystallized by
virtue of free and full discussion emanating from those
who are in a position to speak with authority. The topic
under discussion has not, by any means, passed the con-
troversial stage. So recent has been the introduction a
of the principle of accrediting that as far as my re-
searches have gone no bibliography relative to the sub-
ject of accrediting outside of educational magazine ar-
ticles, bulletins, reports, etc., is yet available. This
Thesis is a tentative contribution towards the discus-
sion of a salient and polemical aspect of educational ad-
ministration. My treatment of the subject does not pre-
sume to be infallible, exhaustive, or final; it is cal-
culated rather to evoke criticism and discussion and to
focus attention on a fundamental phase of educational ad-
ministration. If this Thesis subserves the latter pur-
pose, I shall feel amply repaid for considerable pecuni-
ary expense and a liberal outlay of time and energy and
which my researches have necessarily entailed. The
Thesis in completed form is now respectfully submitted a
to the scrutiny of the select nominees of my 'Alma Mater'.

The Author.

February 1, 1915.

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ANALYTICAL CONCEPTS
OF
THESIS

THE RELATIVE MERITS
OF THE
EXAMINING
AND OF THE
ACCREDITING SYSTEMS
.....

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THESIS

THE RELATIVE MERITS

OF THE

EXAMINING

AND OF THE

ACCREDITING SYSTEMS

THE RELATIVE MERITS
OF THE
EXAMINING
AND OF THE
ACCREDITING SYSTEMS

PART I

PROLEGOMENA

.....

"The whole matter of the means of selecting students for continued education is in great need of scientific study. Pupils are eliminated from special forms of education and from .NEED OF SCIENTIFIC STUDY. formal education of any sort at all ages and by all sorts of arbitrary selective agencies, some permitted and others actually created by our educational system. * * * * * In an ideal system these agencies would secure to each individual continued education to such an extent, and in such directions, as would be for the greatest welfare of the most deserving. Under present conditions they are at times administered to suit the personal convenience of school principals, college faculties, and the like; and are almost always administered without the guidance of scientific principle."(1).

The institutions of higher learning are for the youth, not the youth for the institutions of higher learning.(2) The aim of higher institutions should be to gather in desirable stu- .HIGHER INSTITUTIONS FOR . dents from every source .YOUTH NOT VICE VERSA . rather than lock the door against undesirable students. It may be stigmatized poor economy to let incompetents into college; but in a well regulated college they are soon detected and ejected before they do more harm than they get good. On the other hand, it is justly characterized as "criminal" to make a college education an impossibility for a really capable youth in whose case the education is an investment by society that will yield a hundred to a thousand per cent. (3)

(1)-C:21

(2)-C:25

(3)-C:31

Before subscribing to any particular system or combination of systems for selecting prospective advanced students, it will be wise to formulate a criterion according to which

 .**FORMULATION OF CRITERION.** all permanent and enduring
 systems must be gauged. The permanence of any method of admission to institutions of higher learning must depend on its ultimate educational value. The system which is most productive of good teaching in the preparatory school; the system under which the student acquires superior and accurate scholarship; the system which ensures vigorous and effective training; and, finally, the system which engenders mental and moral virility: (1) such is the system which must supersede when the evidence has been sifted.

President Hadley of Yale likens the antithesis between the examining and the accrediting systems to the fable of the two doors. On the one door was written, "Who chooses me must

 .**T H E T W O D O O R S .** hazard all he has." This is often presumed allegorically to typify the examination door. On the other door appeared the notice, "Who chooses me shall get what he deserves." This is alleged to correspond to a system of accrediting. (2)

In our analysis of the controversy under discussion we shall attempt to adduce theoretical evidence of the alleged advantages and disadvantages of each of
 the antithetical systems. In
 .**COMPENDIUM OF PLAN** . addition, we shall endeavor
 .**OF PRESENT THESIS** . to describe the typical examining and accrediting systems now in vogue in the educational world, supplementing our description by an evaluation as to merits and demerits in each case. In conclusion, we shall attempt to interpret the signs of the times as regards the theoretical and practical solutions of the issues here presented.

—GENERAL INTRODUCTION—

Examinations are diversely viewed by various interested parties rating them from diverse standpoints. The secondary schools inquire whether the examinations impose a fair and adequate test of the teaching and training naturally incumbent upon them as preparatory schools. The colleges seek to know whether a test of potential power to proceed with undergraduate work is provided. The educational constituency which maintains both secondary school and college desires to ascertain whether they call for the best quality of instruction; whether they furnish inspiration and helpful suggestions to the teachers in the lower schools; and, finally, whether they set up a worthy and respectable standard of scholarship and achievement. (1)

At this stage it may prove interesting to give a brief sketch of the origin and growth of the examining system. In the first instance the examination was oral. The president or a professor of the college or university came into personal contact with the examinee. The candidate was given an oral quiz; needless to say the candidate's personal appearance, evident character, and general bearing sometimes materially affected the result. As President Hadley (Yale) aptly points out, this oral quiz was an excellent test of thought and potential reasoning power in unprejudiced hands. In the course of time, however, the multiplicity of candidates forced the higher institutions to adopt a system of written examinations, first at the college only, later at distant examination centres as well as at the college. The culmination of the process is rather satirically delineated by President Maclean (Iowa): "Now applicants have become not even names but mere numbers to be hit at long range by rapid-firing examination-paper guns." (2)

However divided and indeterminate educational opinion may be on the question of college admission examinations, there seems to be a consensus of intelligent opinion in favor of sane, vigorous, definite, thought-searching examinations as criteria at college

(1)C:5

(2)C:25

and the university. The reason for such universal endorsement of examinations in higher institutions doubtless lies in the fact that the instructor in the college or university (Be it a state institution or an aggregate of affiliated colleges) is generally also the examiner, or is represented on the board of examiners; under such conditions the desired reaction is superinduced in the student, and the examination has a real educational value. The propriety of college examinations was endorsed by the late Pres. Eliot (Harvard) in the following words: "With regard to the importance and merit of the examination system, opinion has changed within ten years. There was a time when examinations were looked upon as necessary evils; now they are regarded in the colleges and ~~XXXXXXXXXX~~ universities as absolutely good in themselves, though this is not so clearly seen in the schools." (1)

It is also universally agreed that examinations are quite proper in the honor courses. This is tersely expressed in our communication from the University of Edinburgh: "The question whether class work should count towards a degree has been much discussed. The expediency of it in general seems to be very doubtful, but the Faculty think it might be advantageously applied within strict limits to the pass in Latin. For Honours it is quite out of place; it is the essence of an Honours Examination that it should test at one time a wide range of knowledge firmly held and mastered by prolonged study." (2)

No sane devotee of the accrediting system, be he ever so zealous, would advocate dispensing entirely with examinations. Such tests as written examinations, term and final, quizzes, daily recitations, etc., are essential to the instructor who wishes to ascertain the students' conditions of mind in the natural and ordinary course of instruction. As a valuable educational instrument in the preceptor's hand they are universally endorsed. To the pupil, examinations may be an aid or a curse according to the reaction: a great aid if they are provocative of habits of mind that tend to make the student careful and accurate in his knowledge; a great curse if they tend to degrade the students' ideals so as to make the passing of an examination the end and aim of study. When an artificial value is assigned to the mere passing of an examination, it becomes an object of terror to the conscientious stu-

dents; while to the lazy listless students who trust to luck and often receive unmerited credit, it becomes an object of well-deserved contempt. An examination by a resident instructor would naturally produce the desirable reaction; examinations by outside authorities too often produce the undesirable reaction, and, consequently, come in another category. (1)

Before diagnosing the examination system at close range, let us inquire into the exact purpose subserved by examinations. The expenditure of energy by students and teachers in the course of specific instruction for examinations; .FUNCTION OF EXAMINATIONS. by students and their parents in worry before and after; by examining boards in preparing, giving, scoring, and recording such examinations— all this is obvious. Why should all parties concerned live such strenuous lives unless examinations are vindicated by substantial reasons? The opinions of presumably equally competent observers range from certainty that such examinations have no correspondence with intellectual merit to equal certainty that they are a reliable measure of mental calibre and a chief safeguard of the standards of school work. The practices of the fifty most efficient colleges in such a country as the United States vary from a practically absolute requirement of such examinations as the condition of entrance to the freshman year to an exemption of almost every candidate from any such examinations. (2) The President of Yale affirms that every examination has two distinct aspects— one looking towards the past, the other looking towards the future. It tests at once the knowledge and power of the candidate and the measure of his proficiency in what he has already learned; simultaneously, it gauges his power to proceed with the unknown. The examination tests both the quantity and quality of the examinee's knowledge; the prescribed work tests the range of the examinee's proficiency as well as his memory; and the sight work tests the candidate's thoroughness of conception and adaptability to circumstances as well as his reasoning power. The College of Preceptors, London, England, specifies two additional functions: first, to test the efficiency of schools; second, to furnish individual pupils with certificates which shall be accepted by different educational bodies and by the public. (3)

(1)C:1

(2)C:21

(3)D:6

ARGUMENTS ADDUCED IN VINDICATION
OF THE EXAMINING SYSTEM

Specific allegations have been put forward by prominent educators in support of the examining system from the standpoint of the .I N T R O D U C T I O N . pupil, the master, the sec- ondary school, and the college. In addition, there are certain general considerations which seem to justify continuation of the prevalent examination system.

- Relative to the Pupil -

The examination is an unsurpassed means of training the pupil to think quickly under pressure; to get a synoptic, panoramic survey of his subject; to guard against vagueness in his knowledge; and to have his facts and principles well in hand, ready to meet any emergency. In his preparation for the examination, the student must select the fundamental points in his subject and arrange them in an organic way before he can assimilate them. (1) The examination should engender the habit of continual mental testing and of mastering subjects as wholes. The drudgery of frequent reviews and systematic revisions, so essential to sound scholarship at every stage of instruction, is guaranteed by the examination system better than by any other. (2) Professor Alexander, of the University of Alberta, while subscribing to qualified accreditation, eulogizes the merits of the examination system. In conclusion he says: "The final examination, none the less, has the virtue of causing students to master in at least summary fashion, the whole subject at one time." (3)

It has often been contended, with a marked degree of plausibility, that the boy should learn to welcome examinations just as he anticipates a match game of football, hockey, or other field sport, after weeks of training and practice. Previously, he has submitted to hundreds of written tests- dozens in each subject- assigned by presumably competent teachers. Why should an additional final examination daunt him? In the experience of most educators, boys who belong in higher institutions of learning care little for final examina-

(1)C:1

(2)C:25

(3)B:10

tions. They expect to pass the examinations; and, invariably, their expectations are fulfilled. The weakling, who is unable to grapple with the examinations on account of alleged nervousness, does not belong to higher educational institutions; the instructor's duty in such a case would be to advise the student to divert his ambitions and energies into other channels. (1)XXXXXXXXXX

The late President Eliot (Harvard), speaking before the New England Association of Colleges and Preparatory Schools, very wisely recommended such examinations as are calculated to disclose potential power as the true educational criteria. Examinations in sight reading of the languages are tests of power. So are the laboratory examinations to which much attention has been paid within the last twenty-five years. Put a laboratory problem before the pupil and see if he can solve it with his memory, his eyes, and his fingers. Ask him to solve a geometrical problem which he has never seen before. These are valid tests of acquired power, and they measure the student's latent abilities with approximate precision. For extramural courses, such as those given by correspondence schools, the examination is the only practicable and feasible method of testing the capacity and attainment of the student. (1)

In our Christian ethics we have, for a considerable time, been placing more emphasis on the hedonistic than upon the Stoical element, upon the desire to be happy rather than upon the power to endure hardness. In the educational realm, the examination system corrects this apotheosis of pleasurable conditions, and emphasizes the need of training to fight the battles and meet the crises of life. This merit of the examination system has been strongly commended by several prominent educators. The late President Eliot of Harvard expressed his convictions thus:-

"Examinations are the same kind of test that comes to mature men every day. Here is a telegram of forty words to which a reply must be sent in ten. Here is a letter of a thousand words which must be answered in fifty. Every professional man is examined severely every day of his life. He is forced to bring to the examination every idea, and all that he has. The sur-

geon is called upon to perform an operation for appendicitis; some men, indeed, twenty a week and no two alike. In each operation, every bit of his knowledge of the anatomy of these parts may be brought into play; and he works under stress of excitement and responsibility. The test is very much the same in kind as the sudden examination of the pupil at school -- but fiercer. So with the lawyer; every case in court involves a cram and an examination." (1)

President Butler, of the University of Columbia, also champions this sentiment :-

"One of the most useful exercises, that a human being can ever be trained to, is to do what is hard and disagreeable to him. In practical life we are called upon to do this sort of thing all the time. When the college teacher is told by parents and school-teachers that secondary school pupils are nervous; that they have never been in an examination room before; that the weather in June is apt to be hot; and that subjects succeed each other with extraordinary swiftness; the proper answer is that, however much we may regard all these things, the sooner that school children become accustomed to work under these unfavorable conditions, and under conditions that subject them to nervous strain, the better. That is what adults are doing all the time; and, by sixteen years of age, it is time that the child had some little taste of it by way of preparation. This experience may be hard on pupils, but it does them good."

Commissioner Goodwin of the State Department of Education, Albany, New York, speaking especially of College Entrance Examinations, makes a strong plea for the retention of the examination system on the same score:-

"It is often said that an entrance examination is a cruel strain, an unnecessary hardship put upon immature and growing youths. The answer to this is that young men old enough for college are old enough to undertake serious tasks, to assume some responsibility. An examination for admission to college is something more than a test of the student's knowledge. It is a test of his self-control, his judgment, his power to meet a critical hour in his life with a steady nerve and clear head. The training for such a crisis, and the experience obtained in meeting the crisis, make for self-poise, for self-respect, and for virility." (2)

Professor Thiergen of the University of Dresden avowedly endorses the view taken by the American authorities quoted. He asserts that the "whole life is a continuous trial to which boys must be early accustomed. The world wants men of ready wit, men with presence of mind not to be disturbed by any danger or obstacle." (3)

(1)C:10

(2)C:25

(3)C:14

One of the most forceful arguments cited in favor of final examinations is their power to elicit concentration on the part of the student. Examinations tend to keep lazy boys up to the scratch, to show the conceited how little they know, to train the nervous and the scatter-brained to hold themselves in and do something on time; in short, they do help a boy to pull himself together and to concentrate himself on a task which requires all available strength and ingenuity. (1) Most boys will succumb to inertia unless spurred by some compelling motive. Boys, and men too, work when they must and rest or play when they can. Human nature everywhere is as lazy as it dare be. Under such conditions, an impending examination is a constant and much needed incentive to faithful study. (2) Final examinations are a stimulus to the energies of both teacher and pupil. They foster healthy rivalry and emulation and furnish an impetus to excel, on account of the consciousness of subjection to simultaneous and uniform tests.

Principal Ramsay of Fall River maintains that the superiority of examination over certificate depends upon the wisdom with which it is administered. Under wise administration the examining system is signally conducive of liberalizing study. Prescriptions of certain text-books, or of a limited number of pages in certain text-books, have a narrowing and pernicious influence on the schools, and should, for this reason, be discountenanced. Indeed, all examinations that test only memory in preparation of assigned work have a retrograde reaction. Under wise administration, examinations test also powers of thought and demand its accurate expression. Optionals are offered and a premium is put upon concurrent supplementary reading and study. In this way the school curricula are strengthened, enthusiasm for learning and desire for culture are infused, and a liberal, scholarly habit is engendered in the student. (3).

The council of the College of Preceptors, London, England, establishes the fact that, if a satisfactory record of conduct and progress during the school career is to be allowed to compensate for deficiency under the examination test, the value of the certificate or diploma held will fall below

(1)C:12

(2)C:25

(3)C:10

par in the eyes of educational bodies and of the general public. "Take, as a concrete instance, the case of a boy entering a counting-house. It is obvious that, while his ability to perform arithmetical calculations intelligently, quickly, and correctly, will be of service to his employer, his previous performance at approved courses of arithmetic lessons will, in itself, be of no value whatever. It is the attainment, and not the preparation, that is of practical concern to the employer." (1).

- Relative to the Teacher -

When students are promoted and graded on certification, the teacher does not face an immediate, direct, and personal responsibility. The impelling necessity of an examination places the teacher under ex-
 acting bonds to acquire an
 .SALUTARY RESPONSIBILITY. accurate and comprehensive
 .IMPOSED ON TEACHER. . knowledge of his subject; to
 lay out, with deliberate fore-
 thought, the work to be done by his class; to give systematic and precise instruction every time he meets his class; to concentrate his own efforts, and the attention of his students, upon the essentials of the subject taught; and to follow up the instruction with such frequent written exercises as shall ^{give} to his pupils adequate training in written expression, and reveal to the teacher the defects of his instruction and to the student the imperfections of his knowledge. Compliance with these conditions brings to the teacher the highest degree of skill and success. The assumption that the average teacher will lead this laborious and self-sacrificing life without the impelling power of necessity disregards the well-known laws of human nature and the common knowledge of experienced schoolmen. (2).

Teachers must be kept constantly subject to the drastic stimulus of an impending final examination. A correspondent of Principal Ramsay (Fall River), speaking especially of College
 ing especially of College
 . ANTIDOTE FOR INERTIA . Entrance Examinations, emphasis
 . AND SELF-COMPLACENCY . sizes this phase of the ques-
 tion rather tersely: "Masters are lazy -- some lazier than others, but lazy. The colleges may talk until Time grows gray; but they (the masters) will not act with vigor, unless they see the grim necessity right before them of working daily six days each week to enable boys to enter college with credit. Given the college and anxious parents to apply the spur, and most masters will 'come ~~to~~ to time'. "(3). Experienced

(1)D:6

(2)C:25

(3)C:10

teachers well know that students are likely to fail on written examinations unless they have had constant practice in written recitations. No one of the teacher's efforts is quite so costly or so exhausting as the reading and rating of these written exercises. No part of his work is more essential. It is an axiomatic truth that no training given by the school is more valuable than that which enables the student clearly and accurately to state in writing what he knows and thinks. True it is, that the training may be given in classes of students under the certificate system; but it is much more likely to receive adequate attention when students are preparing for final examinations. (1)

- Relative to the Secondary School -

Competent authorities affirm that entrance examinations ought to be, and are, a source of inspiration and guidance to schools. In an aggregation of schools bound together by no
 . SOURCE OF INSPIRATION . organic ties, it is the only
 . AND GUIDANCE. . available and feasible means
 of insuring thorough training and sound scholarship. (2) President Hadley (Yale) is on record as alleging that the colleges which insist on entrance examinations think that they get a better class of students by that means than by any other. (3) President Butler (Columbia) believes that a properly administered examining system ~~XXXX~~ would accomplish the breaking down of untold barriers to sound secondary and collegiate instruction by carrying high and well-defined standards of teaching and of testing into secondary schools. (4) An examination system, under wise administration, allows the college to exert a direct, effective, and beneficial influence on the secondary school; it permits the college to enrich and strengthen both methods of teaching and courses of study. The salutary influence of the admission examinations of the famous New England colleges on the secondary schools of the Atlantic seaboard has been cited in substantiation of this tenet.

Those who champion the examining system claim that an entrance examination is a more influential agent ~~XXXX~~ in regulating secondary school standards than an inspector present every day in the year. Where a school's standing is fixed by a single annual visit from a university inspector, systematic and frequent
 reviews — so essential to
 . AUTOMATIC REGULATION. sound scholarship — are
 . OF STANDARDS. . prone to be neglected. Again,
 the geographical distribution of the schools contributing to the large universi-

(1)C:25 (2)C:5 (3)C:2 (4)C:29

ties makes inspection impossible, or at least impracticable, and forces the colleges to resort to the examining system as an impartial criterion for admission of candidates. President Hadley, speaking for Yale, is quoted as saying these words: "In order to make ourselves national, we admit boys to our undergraduate courses by examination only and not by certificate. We believe that the examination method is fairer to boys who come from distant places. The certificate system is the natural one for the state university, which draws its pupils chiefly from the schools of one locality and can inspect and examine those schools; but, if a national university tries to apply this system, it gives either an unfair preference to the boys from schools near at hand or an inadequate test to the boys from remote ones." (1)

Investigation as to the place and purpose of final examinations in articulation of secondary schools with the higher institutions of learning reveals theories diametrically opposed. According to one theory, the admission examination is a .PROMOTION OF CO-OPERATION. conundrum which the second-.WITH HIGHER INSTITUTIONS.. ary school is asked to solve. "The colleges and schools face each other in June of each year as antagonists; and, on the basis of previous contests, the school prepares itself for each new encounter." (2) As a result of such an attitude, we find that some colleges resent co-operation of the secondary schools in conducting and organizing the admission examinations. Under such circumstances, many schools suspend normal education in April or May and bring in special coaches or 'crammers'. The other and more modern theory regards the examination as a means, not an end; it emphasizes the proper education of the pupils and lays less stress on the examination as such. From this vantage-ground, it appears not only wise but important and highly desirable that representatives of the secondary schools who have taught, and are teaching, the pupils should meet in caucus with representatives of the college who are to teach them in order to confer in arranging and enforcing a test, of which the sole purpose is to ascertain potential power to go forward with advantage from one teacher or institution to the other. Such community of interest and such community of effort are made manifest under modern administration of the examination system that there is a beneficial reflex influence on both colleges and secondary schools. Thus the examining system has become signally promotive of co-ordination between the secondary schools and institutions of higher learning.

(1)C:22

(2)C:3

The requirements of a college or university, as set forth in a calendar or prospectus, cannot really be adequately interpreted until we see what is required in the test papers. Previous .CONCRETE INTERPRETATION. college admission papers are .OF COLLEGE REQUIREMENTS.. scanned most carefully by secondary teachers and by prospective undergraduates. In this manner, great educational advantage accrues from the final examination to both pupil and teacher in the secondary school.

-Relative to the College-

From the standpoint of the college, it has been claimed that the examining system gives the college far greater control over its own standards than does the certificate method of admission. (1) The certificate system takes the . UNIFORM STANDARD . work of entrance examina- . EFFECTED/RE ADMISSION . tions out of the hands of the college authorities and relegates it to the preparatory school. The competition engendered by final examinations is provocative of initiative and energy in both teachers and pupils such as can be elicited in no other way quite so certainly or so successfully. Consequently, abandonment of the examining system by the colleges XIX would deprive them of an important stimulus for keeping up the standard of admission requirements. (2) Again it should not escape observation that the examination method facilitates the adoption of a uniform standard. President Butler (Columbia), speaking in his capacity as secretary of the College Entrance Examination Board, eulogized that organization on the ground that it had effected uniformity of definition, topic by topic, with a uniform test uniformly administered. (3) The Registrar of the University of Toronto, communicating from the viewpoint of that institution, deposes evidence to the same effect: "I do not think that it is at all likely that the crediting system will ever have complete sway in this University because it has affiliated institutions each one of which, I believe, is anxious to have a common standard so that the degree will be of one standard. We can secure it more satisfactorily by the examination system than by any other." (4)

It has been intimated that seekers after the true philosophy of the issues here presented should learn a lesson from the experience of the professions of Law and Medicine. Members of the American boards of

(1)C:10

(2)C:2

(3)C:25

(4)B:3

bar and medical examiners assert that the vastly higher
 methods of preparation and
 .LESSONS FROM PRECEDENTS . the far more efficient prac-
 .IN THE LEGAL AND MEDICAL. tice of these professions are
 .PROFESSIONS. . due very largely to the in-
 creasingly rigid examinations
 now established by law for all applicants for admission
 to practice. Prior to the inception of a rigorous exam-
 ination system, promotion and gradation were based on
 certificates from preceptors. These certificates were
 distributed and honors were dispensed according to a va-
 riety of standards. Needless to say, the system too of-
 ten engendered a spirit of laxity, indifference, and
 carelessness in aspiring practitioners. (1)

- General and Miscellaneous -

No teacher, at once experienced and unpreju-
 diced, can fail to recognize the patent abuses and lan-
 guentable limitations of written examinations as tests of
 a student's knowledge or ability. Judging, however, from
 the use made of them in colleges, technical schools, and
 professional schools, we cannot but infer that even the
 teachers themselves in the higher institutions have been
 unable to devise a more effective method of gauging the
 attainments of their students
 .PEERLESS UNIFORM CRITER-. or their fitness for promo-
 .ION FOR PROMOTION EXHXY . tion or graduation. The old-
 .AND GRADATION. . est and most influential uni-
 versities along the Atlantic
 seaboard in America, in Canada, in the British Isles, and
 on the European Continent, still retain examinations as
 the best available test and the best means of maintain-
 ing satisfactory standards of instruction and scholar-
 ship. (2)

Professor Dexter, who occupies the chair of
 the Faculty of Education in the University of Illinois,
 while pointing out the pedagogical benefits resulting
 from an adoption of the accrediting system, admits that,
 from a purely administrative standpoint, the examining
 system is less expensive to the state. To the individu-
 al student the examining system is often decidedly more
 expensive: if he comes from a
 .ECONOMY IN EFFICIENT . distance he has to pay his
 .ADMINISTRATION . fare to the examination cen-
 tre and the cost of board and
 lodging during the progress of the examinations; and, in
 any case, he has to pay the examination fee. To the
 state, however, it is much more expensive to inspect the
 schools properly than to conduct uniform and simultan-
 eous examinations. (3) Even these educationists, who

(1)C:10

(2)C:25

(3)C:23

claim that examinations have no educational value for the examinees and often exert a baneful influence, admit that examinations have a distinct value in the administration of our school system. (1)

Most educationists believe thoroughly in the final examination as a means of determining the character of the student's work. While they recognize that the professor or master knows, or .UNSURPASSED EDUCATIONAL. should know, in an ordinary .INSTRUMENT. sized class, the fitness or unfitness of his students, yet they recognize the final examination as an unsurpassed educational instrument. It is specific, fixed, and definite; and it brings the student face to face with what he knows in a manner not obtained by any other method. (2)

(1)C:12

(2)B:12

OBJECTIONS URGED IN DETRACTION
OF THE EXAMINING SYSTEM

-General Introduction-

The counter arguments in regard to the examining system have special reference to the pupil, to the teacher, and to the articulation of educational institutions.

- Relative to the Pupil -

It is almost universally conceded that an examination as a sole test makes cramming desirable and profitable. When a student knows that his promotion depends entirely and solely upon success in passing a given test, the temptation to "cram" is irresistible. (1) (2) The late Professor James pertinently remarked, "There is no moral turpitude in cramming. It would be the best, because the most economical, mode of study if it led to the results desired." But it fails to ingraft any permanent mental associations, and must, therefore, be discredited on pedagogical grounds. (3) Professor Thiergen (Dresden), speaking for Germany, informs us that, in fear of the examination, the boys in the German schools try to cram their heads with knowledge, sit up unreasonable hours, and live laborious and worried days; still others, who are less timid and more resourceful, manage to display on the examination an amount of knowledge which is decidedly disproportionate to the amount displayed in their daily class work. (4) State Superintendent Cary (Wisconsin), a prominent American educationist, stigmatizes the examining system as a cramming process rather than an educational process. Speaking retrospectively of the Entrance examinations from the vantage-ground of the accrediting system, he says:

"Students commonly gave only the tithe demanded by the law; mental assimilation was not called for. The secondary school shaped its work to a highly specialized end -- that of passing a more or less stereotyped set of entrance examination questions. It was the era of conning of question-books composed of examination questions that had been used in Harvard, Yale, and other institutions of the East. The intellectual as well as the spiritual growth of the pupil suffered arrested development from which it might, or might not, recover in the period of four years in college. When the human mind begins to grow by accretion instead of assim-

(1)C:1 (2)C:132 (3)D:20-p.129 (4)C:14

ilation, it takes a set that is likely to remain through life. The pedant and the man afflicted with that peculiar mental squint called "total recall" were the legitimate outcome. Examinations for entrance to college means dry rot in the secondary school." (1)

The ideal of every worthy instructor should be to induce his pupils to seek after truth for its own sake. Every time the teacher uses the examination as a motive to study, he disre-
 .INCULCATION OF AN . regards the healthy craving of
 .ARTIFICIAL MOTIVE. . the normal mind for truth!The
 hungering and thirsting of
 the soul for the righteous spirit of the world is the supreme ethical virtue; and it is this desire in some form to which every teaching act must appeal for its motive. To make any other appeal is a perversion of the ethical relation of the pupil to the world in which he lives!"(2)

The examining system is a paradise for stupid boys-- with clever tutors. A sagacious tutor can coach a hundred boys to pass a college admission examination not one of whom he would be
 .SUBSTITUTION OF CARICA-- . willing to certify as quali-
 .TURE OF LEARNING FOR GEN-. fied to proceed with under-
 .UINE SCHOLARSHIP -- TRAN-. graduate work. Emphasis
 .SIENT MEMORITER KNOWLEDGE. should be placed on capacity
 and scholarly habits of intellectual work, rather than upon a mass of material retained for a week to meet the exigencies of an impending examination. (3) In a school of Liberal Arts, or in a school of Arts and Science, examinations should not be favored as a sole criteria, since they do not test fairly the power of mind which has been developed in the student as a result of his studies. An accumulation of knowledge is the least part of the value of a course of which the aim is to give a liberal education. (4) Professor Freeman of Oxford diagnoses the memory developed by the examining system as follows:

"The examinee's memory is a ten-day memory -- very sharp, clear, methodical for the moment; like the memory cultivated by a busy lawyer, full of dates, of three different courses, of four distinct causes, of five divisions of that, and six phases of the other. It is a memory deliberately trained to carry a quantity of things with sharp edges in convenient order for a very short period of time. The feats which the examinee can perform are like the feats of a conjurer with bottles and knives. The examinee himself cannot tell how he does it." (5)

(1)C:18 (2)B:19-pp.192-3 (3)C:31 (4)B:36 (5)C:9

The marked contrast between intrinsic and counterfeit education becomes quite apparent on close analysis. A school may simulate great intellectual efficiency by reason of an intensive process of 'cram' which reflects immense credit on the skill and industry of the teachers, but guarantees little of educational value of a permanent nature to the pupils prepared. Yet a system of merely written examinations conducted by examiners at a distance fails, and must necessarily fail, to discriminate between two effects superficially and temporarily similar, but really and permanently different. (1) The arbitrary final examinations as bequeathed by the educational elders fail to test the candidate's reasoning power as adequately as they test his memory; they test the range of the examinee's proficiency rather than its thoroughness; consequently, they lose the major part of their value as a criterion of potential intellectual ability. (2) The net result is that a mechanical process becomes the 'summum bonum' of the school course; clever thinking is displaced by guesswork; and, ultimately, a caricature of learning is substituted for high ideals in scholarship.

The examining system gives rise to certain conditions which reflect condemnation on it as a selective agency. When a premium is put on success at a particular time and under particular conditions, a great impetus is given to cramming and a great strain is put on the moral fibre. The method of examination by which the student is tempted to stake everything on the last fearful moment is baneful and demoralizing in a superlative degree. Indeed, the only apology for such military enforcement of work is that, by such means, study can be secured which clumsy teaching fails to realize. Exigencies of administration, where large diverse membership of classes is found, may necessitate the adoption of final tests by formal examinations; but under normal conditions no such necessity should arise. While examinations may superinduce external pressure to study, this advantage is offset by the consequences entailed— fear, dread, nervous and moral strain. Fear, dread, and nervous strain not infrequently seriously impair the physical constitution; but the moral strain on the dishonest and the weak is still more deplorable. Under the inevitably artificial conditions, the candidate is prone to regard the examiner as a person to be satisfied at any cost— honestly, if possible, dishonestly, if necessary. If the examinee's moral fibre can withstand the strain

(1)G:25

(2)G:2

to which it is subjected, the reflex influence is decidedly beneficial; but, when, actuated by desire for reward or fear of failure, the strain becomes unendurable the result is altogether bad. Frequently, during the progress of final examinations, when there is most diligent detective practice on the part of the presiding examiner, the unscrupulous examinee chuckles and boasts exultantly of his superior generalship in the war where lying and cheating are fair. (1) In this way the unfit at different times have gained admittance to higher planes of educational attainment; consequently, the very object of examinations—the exclusion of the unfit—is precluded and frustrated. (2) In addition to the perversion of the successful perpetrator's morals, we must reckon with the reflex influence on the diffident, industrious pupils. As a result of the very apparent injustice occasioned by success of incompetents, the zealous, plodding boys are turned from their method of work, and are led to depend on the lucky chance which they see has helped out their more acute companions. (3) When all is staked at once for the pupil, Hadley's allusion to the fable of the two doors becomes too literally true. Examinations become a gamble; and the student seeking to a gamble is commended. (4) Possibility of such a menace to the student's moral nature as well as to his scholastic ideals should be guarded against by all sincere educationists.

Every rational educator must admit that it is well-nigh preposterous to deny any candidate promotion on the unsupported testimony of a few days of hasty writing. (5) No teacher would consider it fair to rate a class even for a month on a single test. There are physiological, psychological, and analogical reasons for discrediting a single test as ultimate and conclusive. 'Mens sana in corpore sano' is just as imperative a watchword to-day as when the Latin author penned it. Too assiduous application to studies, convalescence from previous ailments, or oppressive and disagreeable weather conditions quite occasionally incapacitate the candidate physically. Through the adolescent period especially, there are frequently sound physiological reasons for waiving the examination test. Again, since the physical reacts on the psychical, it follows that the quality of the mental faculties varies greatly from time to time. Even the genius has his moments of inspiration; and a single test might rate the

(1)D:19pp.191-2 (2)C:4 (3)C:14 (4)C:25 (5)C:27

student's intellectual acumen away below its merit. Reasoning from analogy, it has been asserted that "even a gambler does not stake his fortune on a single hazard till his brain reels and he becomes reckless of consequences; and to compel the callow youth to stake his fortune on a single throw is both immoral and unscientific. It is only averages and many of them -- the 'long run' -- that shew the real capacity of the growing boy or girl; and this is the strong card of the certificate system." (1)

President Butler (Columbia), while vindicating the examination system in general, points out, in no uncertain terms, the evils of making examinations ends in themselves. (2) But we must turn to England for conclusive proof of the dire results of perpetuation of the examining system as the sole educational criterion. Max Müller always speaks with authority. The quotations following are from his pen:-

"The present system of perpetual examination, in spite of all the good which it has done, stands self-condemned as far as our public schools and universities are concerned. * * * * * From what I have seen at Oxford and elsewhere, all real joy in study seems to have been destroyed by the examinations as now conducted. Young men imagine that all their work has but one object -- to enable them to pass the examinations. Every book they have to read, even to the number of pages, is prescribed. No choice is allowed; no time is left to look either right or left. What is the result? The required number of pages is got up under compulsion, therefore grudgingly; and, after the examination is over, what has been got is got rid of again as like a heavy and useless burden. Nothing is converted 'in succum et sanguinem'. The only thing that seems to remain is an intellectual nausea -- a dislike of the food swallowed under compulsion. * * * * * I believe the time has come to examine the examinations, to improve them, and to reduce, if possible, the evil which, in addition to much good, they have produced. * * * * * Many years ago we wanted ~~examinations~~ to have examinations for the sake of the schools and universities; we now seem to have schools and universities simply and solely for the sake of examinations." (3)

Professor Freeman of Oxford substantially corroborates a Mr. Müller's indictments
 .TESTIMONY OF EVILS ATTEND- against the examining system,
 .ING APOTHEOSIS OF EXAMINA- as will be seen from a few
 .TIONS. . representative verbatim ex-
 cerpts from his contribution
 to a prominent magazine on the subject of evils of examinations:-

(1)C:4

(2)C:29

(3)C:9

"In each subject or book there are only available, in practice, some few hundreds of possible 'questions'. The system of publishing examination papers, and close study of the questions over many years have taught a body of experts to reduce, classify and tabulate these. So many become stock questions, so many others are excluded as having been set last year; etc.; and, in the result, a skilled examinee — and still more a skilled examiner — can pick out topics enough to make certain of passing with credit. Knowledge as such, and knowledge to answer papers are quite different things. Student and examinee read books on quite different plans if they wish to gain knowledge or if they are thinking of the examination. * * * * * He (the examinee) acquires a diabolical knack of spotting 'questions' in the books he reads. He gains a marvellous 'flair' for what will catch the examiner's attention. As he studies subject after subject, his eye glances like a vulture on the 'points'. What has not 'points' cannot be examined."

"From the age of ten till twenty-five, the student is forever in the presence of the mighty mill. The mill is to him money, success, honor, and bread and butter for life. Distinctions and prizes mean money and honor. Success in examinations means distinctions and prizes; and whatever does not mean success in examinations is not education. Parents, governments, schools, colleges, universities, and departments combine to stimulate the competitive examination and the mark-system. None quite like it; but all keep up the tarantella dance — 'needs must when the devil drives'. The result is that the Frankenstein monster of examinations is becoming the master of education. Students and parents dare not waste time in study which does not help directly towards success in the test. One hears of the ordinary lad at school or college, either as amusing himself because 'he is not going in this year', or else as 'working up very hard for his examination.' He is never simply studying, never acquiring knowledge. He is losing all idea of study, except as a preparation for examination. He cannot burden his memory with what will not 'pay'. And a subject which carries no 'marks', or very few 'marks' is almost tabooed. Books are going out of fashion. It is only analyses, summaries, and tables which are studied. But published examination papers are the real Bible of the student of to-day — 'nocturna versanda manu, (1) manservanda diurna'. Next to the old examination papers, the manuscript 'tips' of some famous coach form the ground text-books."

The examination thus made the 'fountain of honor' governs the whole course of study. If the teacher takes up a subject not obviously grist for the great mill, the students cease to listen and leave his classes. The instant he says something which sounds like an examina-

N.B.— Context seems to require 'mente'. Quoted 'manu' (1)

tion'tip', every ear is erect, every pen takes down his words. The keen student of to-day is getting like the reporter of an evening journal -- sager after matter as that will tell, will make a good'answer', capital examination copy." (1).

If it could be irrefutably demonstrated that the examining system, as a selective agency, really winnowed the chaff and retained the wheat, it might be justified on this plea alone. Even advocates of the examining system assert that intolerable injustice is occasionally meted out to individuals: incompetents are not excluded; and, at times, students of excellent promise are allowed to be discouraged, improperly conditioned, or barred out altogether. (2) The examining system puts a premium on power to absorb knowledge and retail it under pressure of sudden nervous strain. The student of an ingenious or original frame of mind, who finds it difficult to assimilate the prescribed mental fodder or to adjust himself in conformity with his scholastic environments, has an up-hill road to gain admission to college; and, yet, this is frequently the candidate who eventually becomes the saviour and benefactor of his race. (3) In college circles it has almost become a truism that "class-honor men are not the men who take the honors in the real conflict of life." (4) The highest order of talent will not condescend to work for artificial ends by percentable products; this is why the honor graduate often falls by the wayside, and his despised fellow-collegian, who was slower in maturing, finally outwits him who was rated a precocious monstrosity at college. The examination is often set by those who know nothing of the personal idiosyncrasies of the individual examinees and can make no legitimate allowance for such. The written examination is a very inaccurate and partial test at its best. In selecting students for higher educational work, there should be more emphasis on character as opposed to mental acquirements. Of moral qualities, the examination tests little more than diligence and obedience; by no means can the examiner ascertain whether the examinee was influenced by a sense of duty, or by strong interest in his work. The rapidity or sluggishness of the examinee's mental action is veiled in obscurity. Scarcely ever does an examination disclose those elusive attributes on which success and honor in life so much depend-- intellectual desires, aesthetic taste, merit, ability, effort, moral strength and worth, sympathy with humanity, deference for superiors, capacity for co-operation, magnetic

(1)C:9

(2)C:51

(3)C:21

(4)D:19-p.189

influence, address, versatility, personal bearing, passion, and such like. Passion alone, in the estimation of the late Professor William James, is the antidote for deficiency in any elementary faculty of mind. "What man tells in life is the whole mind working together, and the deficiencies of any one faculty can be compensated by the efforts of the rest. * * * * * In almost any subject, your passion for the subject will save you. If you only care enough for the result, you will almost certainly attain it." (1) In the words of Fitch, "Let us, once for all, acknowledge that for either educational purposes, or for testing, or selection with a view to the requirements of a university or of the public service, the best examinations do not test the whole man, but leave some important element of character to be ascertained by other means; and we have still to ask, within what limits are examinations valuable, and how can one get the maximum of good out of them?" (2)

Those favored mortals, who have had the privilege of pursuing undergraduate work, have heard a great deal of University and College "life". Indeed there are many who attend college merely because it is fashionable, and because of the incidental social benefits incurred. The great universities, such as Cambridge in England and Columbia in America, in order to minister to the motley personnel which constitutes the student-body of to-day, have inaugurated "pass" and "honor" courses. (3) In every secondary school there is a manifest "esprit de corps" which may quite properly be designated "collegiate life". This "collegiate life" embraces the more valuable influences of the secondary school -- tone, ethos, tradition, outlook on life and duty, relation between teachers and scholars, relations between the scholars themselves. These all contribute to the discipline of life; but their very nature precludes the possibility of testing them by written examinations. (4)

In refutation of the theory that examinations serve as an initiation into the strenuous responsibilities of maturity, it has been shown that the arbitrary final examination stands out from all other examinations in the stress it puts upon the test. Instead of being called an educational test, it would more properly be designated a "classification test". It was at a convention of the New England Association of Colleges and Preparatory

(1)D:20-p.137 (2)D:19-pp.190-1 (3)C:29 (4)C:25

Schools that Professor Lord of Dartmouth College crossed swords with the late President Eliot on his (Eliot's) analogy of the telegram of forty words to be answered in ten; Lord maintained that the analogy would be applicable in Eliot's own case only on condition that his position as President of Harvard University depended upon his ability to answer successfully the forty words in ten. Professor Dexter of the Department of Education, University of Illinois, is quoted as asserting that "ordinary college entrance examinations present conditions to the youth, the like of which he will seldom or never meet in after life, and to which we have no right to subject him." All educationists subscribe to the statement that the aim of education is adaptation to environment; and not one candidate in a hundred will ever subsequently find himself in a situation, the outcome of which he can predict with so little certainty, as the one in which he faces his examiner. The youth is, manifestly, not stronger than the man; and our educational machinery has no right to subject him to a test greater than he is likely to encounter in subsequent years. According to one writer, the plea that an arbitrary final examination is valuable because it enables the student to cope with similar emergencies in later life is not more tenable as than a plea urging the advisability of introducing a "fire-drill which includes a leap from the fifth-story window into a net on the sidewalk below, on the ground that it might be useful in after life. Proficiency in such a feat might indeed come in handy to one in one thousand; but what a nervous strain is unnecessarily imposed upon the others!" (1)

In the phraseology of the biblical parable we are told that it is better that ninety and nine unfit candidates should secure admission into our institutions of higher learning than that a single capable candidate should for any reason be re-
 .OCCASIONAL EXCLUSION jected. It often happens as
 .OF THE WORTHY. that disingenuous incompet-
 ents come out victors in the examination test; as a result the student who cheats is perverting our ethical maxim and is proclaiming that as "dishonesty is the best policy". To the unsuccessful and at the same time worthy student, the results are disastrous; discouragement, shame, regret, despair, and sometimes even suicide, inevitably follow. "Bright and conscientious pupils, who never shirk their work and who are confidently expected to win honors, come to an examination in a condition of extreme lassitude, or with a confusing headache, or in a time of excessive heat, or merely on an "off" day, and get low marks or failures. Other pupils who are fond of taking chances, who are not brilliant and are not conscientious workers, have a run

of luck and go in before their betters." (1) Any educator who has made a close study of the uncertainty attending arbitrary final examinations must admit that this uncertainty is due partly to luck, partly to the personal equation of the examiner, and partly to the varying physical condition of the candidates.

- Relative to the Teacher -

To the teacher not possessed of a liberal education and a comprehensive vision, the examination system is perpetual thralldom. The genuine teacher must abhor all superficial work and teach each subject in his department for its intrinsic value. But the sword of Damocles in the form of the impending final examination keeps him in continual jeopardy. The major part of the constituency to which he ministers gauges his teaching ability by the percentage of pupils who win distinction or 'make a pass' in the final examinations. To overcome the dilemma many teachers attempt to give on the one hand education calculated to inculcate "liberal culture and manly virtues which all men need in life", and on the other hand specific instruction regarding the technical points which, in all probability, will emerge in the final written test. But even this compromise is unsatisfactory in its results: the student realizes that it is by proficiency in the technical points alone that he can win merit in the examiner's eyes; and, naturally, he defers the more intelligent and comprehensive study of his subject to a more convenient season and concentrates his energies on what is temporarily essential. The efforts of the genuine and conscientious teacher to infuse a liberal and philosophic spirit in his pupils, to engender an ambition to pursue truth for its own sake, are thus frustrated by the exigencies occasioned by the adoption of the examination system.

Few teachers of experience will deny that they have at times catered to the whims of the prospective examiner. In attempting to do justice to the pupils who are looking forward to a trial by questions, the teacher keeps them well primed on the small technicalities; and, simultaneously, he forges them ahead in the subject. The volume and pressure of work inevitably pervert educational ideals; and thus the integrity of the course and the curriculum are imperilled. It is only natural that the larger the examination spectre becomes before the student and teacher, the more decisive the tendency to

neglect individual discipline and development in order to perfect in their stead an organization calculated to meet the emergencies of a critical moment. Preparation for examinations rather than preparation for life insensibly becomes the educational goal. When the whole future is staked on a single throw, the temptation to be effectively ready for the crisis is irresistible. As a result of the circumstances and tendencies just outlined, the teaching under the examination system not infrequently degenerates into coaching; spontaneous incentive and genuine educational process are thus superseded by artificial stimuli and superficial methods.

-Relative to Articulation of Educational Institutions-

The evils of examinations are particularly evident whenever the student passes out of one school or one stage of his educational work and into another; this is exemplified in the promotion from the grammar school to the high school, from high school to college, and from college to the professional school. There is, however, generally a common board of control between the grammar school and the high school, and between the college and professional school; this makes co-operation and consultation comparatively easy between the authorities of two parts of the educational system. Between the high school and the college there is generally complete separation of control; consequently, the attendant evils of the examining system obtrude themselves especially in the college admission examination. Any lack of articulation between the various educational institutions and any deficiency of reciprocal administrative machinery for adjustment of discrepancies which often arise under the examination system inevitably militate against the progress and best interests of students passing from one institution to another.

EXAMINATION SYSTEMS

IN PRACTICE

We have now surveyed the cardinal theoretical arguments for and against the examination system in general. It remains to outline the typical concrete applications of the examining system and to give a succinct evaluation as to the intrinsic merits and defects of each individual system.

- The Quasi-Autonomous Examining System -
- German or Prussian Type -

By the Quasi-Autonomous Examining System, we mean the system in which the examination is conducted by individual teachers or by the collective teaching corps of an individual school, subject to the arbitrament of a presiding government commissioner. This is the common system in vogue throughout Germany, in the secondary schools.

Dean Russell of the Teachers' College, Columbia University, has given us a concise statement of the administration of the system:-

" At the end of each year the class teachers in a German secondary school determine who, in their opinion, are qualified to do the work of the next higher class. There is a final examination to be sure, conducted under the supervision of a state official; but the questions are set by the teachers of the candidates on the work of the preceding year, and the results are weighed and estimated by these same teachers." (1)

- Evaluation -

- Merits -

One of the chief arguments against the examining system is that it fosters low ideals of scholarship. The German educational authorities demand uniformity training of all secondary teachers. Every university graduate, as teacher, carries into the school a certain set of liberal ideas which are contagious in a superlative degree. A cultured temper and a broad vision are thus infused into every high school student.

"The stimulus upon pupils in its worthiest exhibition is towards reaching a high plane of liberal development by disinterested pursuits — and at the cost of sacrifice if necessary."(1) Continuous application throughout the term is insured by a regulation which insists on a satisfactory term standing as an indispensable prerequisite for permission to enter the lists at the final examination. Thus, in Germany's case, one of the salient objections directed against the examining system is eliminated.

When teachers know what to teach and when and how to teach it, there is no need for outside examinations to regulate the matter of promotion and graduation. The university trained teacher speaks with conceded authority, and is recognized as master of the situation in his own field. The examination board consists of teachers who have taught the examinees during the current year. (2) The teacher submits a list of examination questions to the inspector several weeks before the examination; the inspector selects his questionnaire out of this list. The teacher gives the prescribed test in the presence of the inspector, who participates to some extent in the oral examination and who acts as arbiter when there is divergence of judgment between the members of the examining board. This plan is attended with accurate and just results; and it establishes and maintains a salutary relationship between teacher and pupil. It is also exceedingly gratifying to the personnel of the teaching profession to realize that there is a recognized status assigned to the profession by the government and by the public; and such recognition often retains in the profession brilliant teachers who would otherwise drop out and pursue other vocations.

The success of Germany's educational system is doubtless due to the excellent qualifications of the teaching corps to a large extent. As a testimony to the first-rate quality of German educational system, we need only allude to the large number of graduates of British and American universities who take post-graduate courses at Berlin and Leipsic. University education is built on the solid substructure of thorough secondary education. The thoroughness and genuineness which characterizes German education at its basic foundation is continued right through to the university with the result that the German educational system is recognized as the world over as being of a superior type.

- D e m e r i t s -

Officialism is the reproach of the Prussian school system. This officialism gives no encouragement to experimental variations . I N F L E X I B I L I T Y , from the statutory scheme. Any indication of initiative is discountenanced and stifled. In this way individuality, which is so largely the leaven of school life, is trampled in the dust.

In Germany there is rigorous governmental prescription and control. The government interposes directly and solely; it exercises a firm authority on both schools and colleges bringing them 'ab extra' into adjustment. The formulation of curricula, while nominally dictated by the discretion of individual school principals, is trammelled by a regulation which requires triennial submission of programmes of study by all principals to the educational department. This subserviency to state control is especially evident in the Prussian system of school inspection, and in supervision of final examinations. The secondary schools receive unannounced visits from inspectors who question the classes and notice the work in detail. Any discrepancies according to the criterion of statutory regulation must be immediately rectified, or they are promptly reported to the governmental authorities. At the final examinations the interests of the state are represented by the governmental commissioner. While the commissioner exercises merely supervisory powers at the final examinations, his very presence is deemed by a large percentage of the German teachers as constituting a cloud on the dignity of the profession. Such a great German educator as Professor Paulsen eagerly anticipates the time when the powers at present vested in the commissioner will be transferred to the teaching staff. Paulsen suggests that the commissioner should play the rôle of an observer rather than that of chief inquisitor, his mere presence assuring a thorough and serious conduct of the examinations. " In time even the presence of the commissioner should, under normal conditions, become unnecessary; the examination would then be regarded as a private function of the school, and the chief, ^{emphasis} could be placed, and properly so, upon the term work of the pupil, thus relieving him of the unsatisfactory process of cramming for final examinations, and inspiring him to do more conscientious work during the year." (1)

Germany is a country of soldiers, and the military spirit pervades the school life and the examinations. The discipline in vogue in German schools would be intolerable to the free, . **MILITARY CHARACTER** . democratic, American youth. In a modern educational institution degenerate officialism and militarism ought to be discredited; the play of life in the schools and colleges ought to be prized as the apple of the eye; and the personality and individuality of both teacher and pupil ought, primarily, to be respected. (1)

In conclusion, however, it is only fair to state that most educationists concur in Dean Russell's eulogy of the Prussian educational system: " Say what we will of the German school system, of its inflexibility, its subserviency to state control, its military character, we Americans do admire its adherence to high ideals of scholarship, its appreciation of the teachers' profession, and its success in methods of teaching." (2)

- The Dictatorial Examining System -
- English Type -

The Dictatorial Examining System designates the system in which the examinations are conducted by an external examining body, . **DEFINITION** . quite distinct from and independent of the teaching body. This is the common system in vogue throughout England.

In the elementary schools there appears to be a board of examination for every three or four counties; the board discharges its duties by travelling from school to school, conducting . **OPERATION OF THE SYSTEM** . examinations as it travels. In the field of secondary education, the four most widely used agencies for testing proficiency in schools are the examinations held by the Oxford and Cambridge Joint Board, and the Local Examinations conducted by the Oxford Delegacy, by the Cambridge Syndicate, and by the College of Preceptors. It is assumed that, ultimately, it will be better for the secondary schools, which are maintained or largely aided by local authorities, to look to the provincial examining bodies for the organization of their examinations; and it is not improbable that the local authorities prefer their doing so. (3)

(1)D:3 (2)C:12 (3)D:6

- Evaluation -

- Merits -

The system in vogue in England has not been imposed by authority; it is a natural growth arising out of the interests of all parties concerned. To the teacher, it affords an opportunity of placing on record the results of efficient teaching; to the pupil, it presents a healthy stimulus to exertion -- a stimulus augmented by a system of scholarships; to the parent, it furnishes an impartial test of his child's progress.

INTERESTS OF TEACHERS, PUPILS, AND PARENTS SERVED SIMULTANEOUSLY.

Most school subjects lend themselves readily to papers set by an external central organization. These organizations can afford to press into service competent examiners; in this manner efficient revision of papers is insured. Again, when an examiner or board of awarders have on the table a large number of sets of answers to identical papers, it is comparatively easy to discern the dividing line between success and failure; while the single examiner, with only a limited number of sets of answers before him, must often experience embarrassment.

EXPERT AND IMPARTIAL REVISION OF PAPERS.

- Demerits -

President Murray of Saskatchewan University, has commented rather severely on the evils of the external examining system:

INJUSTICE TO TEACHER AND PUPIL INHERENT.

"I think it unfair to the candidate for the examination to be conducted by persons who have no knowledge of the methods adopted in the teaching or the character of the class-room work. I believe that the teacher should be the examiner, but should report the results of his examination to a body which should have certain powers of supervision. If a teacher is forced to prepare his students for an examination conducted by an independent body, he is sure to find himself obliged to methods and a manner of treating his subject out of harmony with what he believes to be best. This is particularly true in the case of teachers of History, Philosophy, and Literature. If you interfere with the individuality of the teacher, you rob his work of half its value." (1)

Professor Thiergen (Dresden), in establishing the merits of the German system by comparison with the

English system, asserts that the English system, besides
 being more expensive and
 . IMPLICATION OF DIS- . more subject to partiality a
 . TRUST OF TEACHER. . as compared with the German
 system, implies distrust of
 the teacher's judgment. Outside examiners have been in-
 troduced in England with the result that it is impossi-
 ble to establish and maintain that salutary relationship
 between teacher and pupil which ought to exist in order
 to insure the best results. It is also averred that the
 teaching profession cannot expect to attract and retain
 the best class of teachers as long as implication of dis-
 trust in teachers attaches to the conduct of final exam-
 inations. (1)

The most caustic denunciation of the system em-
 anates from prominent English educators, who see its e-
 vils and deficiencies at
 .MECHANICAL UNIFORMITY DE- . first hand. Professor Fos-
 .NOUNCED BY ENGLISH AUTHOR- ter, in a report of a recent
 .ITIES THEMSELVES. . Educational Commission, re-
 joices that it is a funda-
 mental principle in American Universities that the man
 who is fit to teach is also to be trusted to examine his
 own students. "As long as examinations control the
 teaching, whether in universities or schools, in this
 country (Great Britain), so long will the teaching con-
 tinue to be academic in the worst sense of the word
 "cribbed, cabined, and confined". He confidently as-
 serts that the external examining system is baneful both
 to the pupil and to the educational organization. (2) a
 Professor Freeman of Oxford also exposes the foibles of
 the system with pungent invective:-

"It is supposed that
 examiners are masters of the situation and have a large
 range for a free hand. It is
 .PROFESSOR FREEMAN'S VIEWS. not so. * * * * * Examiners
 are very clever men; but as
 they ought not to form a sort of continental "Ministry
 of Education" controlling, on one uniform and mechanical
 scheme, the entire field of education. Examining is as
 more irksome, less continuous, and worse paid than teach-
 ing. Hence, as a rule, the professional examiners are
 hardly men of the same experience, learning, and culture
 as the professional teachers in the highest grades. They
 have not devoted themselves to special subjects of study;
 they do not know the peculiar difficulties and wants of
 the student; they are not responsible for the interests
 of a given branch of learning. A body of professional a
 examiners moving about from great educational centres
 tend to give a uniform and regulation character to all

learning. Knots of clever, eager, trained experts in the examining art are being sent about the country from Oxford and Cambridge marking, questioning, classing, and certifying right and left on a technical, narrow, mechanical method. They would be far better employed in learning something useful themselves. As it is, they dominate education high and low. They pitch the standard and give the word. Public schools revise their curricula, set aside their own teachers, and allow the academic visitor to reverse the order of their own classes. The mill sets a uniform type for the university. Colleges give way and enter for the race. One by one the public schools have to submit, for prizes are the test; and success means prizes. Next the minor schools and the private schools have to follow suit. And, at last, the smallest preparatory school, where children in nursery frocks are crying over "qui-qua-quad", has to dance the same tarantella." (1)

In view of all the evidence at hand, it seems safe to assert that the more the teachers act in the capacity of examiners, the better; in other words, the less the examining becomes professional and specialized, the better.

- The Bureaucratic Examining System -
- American Type -

The Bureaucratic Examining system signifies that system in which the examinations are conducted by the teachers acting as an organized body. This is the characteristic system of America and finds its most adequate embodiment in the College Entrance Examination Board of the Middle States and Maryland. Let us, at this stage, briefly review this organization.

The College Entrance Examination Board was organized November 17, 1900, with Nicholas M. Butler, then Professor now President of Columbia University, as its first secretary. The Board at first consisted of representatives from eleven colleges and four secondary schools; by 1905 there were representatives from twenty-five colleges and universities and seven secondary schools. The personnel of the Board consists of professors, masters, and teachers actu-

ally engaged in class-room work -- nominees of the colleges and secondary schools which have agreed to amalgamate for the express purpose of setting an adequate and uniform standard for admission to college. It is the duty of this Board to set examination papers in each subject, to read them, to rate them, and to record and publish results.

- Evaluation -

- Merits -

Previous to the organization of the College Entrance Examination Board, the secondary schools of the Middle States were distracted with the diversity and multiplicity of the entrance requirements of the various colleges competing for secondary students. The central Board has eliminated this distraction; it has systematized and simplified the conditions of entrance examinations; and it has effected uniformity in definition and interpretation of entrance requirements, in reading examination papers, and in marking them. The Board has attempted to evolve a scientific method of examination, one that will test the instruction and training of candidates with substantial accuracy without cramping the schools or blighting the enthusiasm of teachers. On account of the establishment of a common standard for school work, the quality of the output of the secondary school has decidedly improved. The line of demarcation between college and secondary school has become definite and fixed. As a result of diminution of pressure in school work and of expansion of freedom in instruction, the colleges are receiving students with better training and better preparation for advanced work. (1)

When admission examinations were set by the individual colleges, it was a matter of diplomacy for the teacher to cater to the cre-
. GUARANTEE OF REPRESENTA- chets and hobbies of the pro-
. FIVE EXAMINATIONS. fessor who was to set the ex-
amination. Since the organization of the Board, however, an attempt has been made to set papers "which shall not be erratic, which shall really represent, not the idiosyncrasies of any one institution, but the general consensus of opinion in the subject which is under examination. * * * * * As the examiners represent so many institutions, and the readers so many more, it seems probable that in the course of time these examinations really will be representative, if they are not so to-day." (2)

(1)C:30

(2)C:20

In reading and marking the papers also an attempt has been made to establish a definite standard. The reading is one of the most interesting features of the Board's work. All the readers in a particular subject meet together. Frequently several papers are read aloud, and the marks to be given are discussed, so that there may be mutual agreement and understanding as to the basis of marking. Any doubtful point that arises in the course of reading is at once referred to the whole group of readers and discussed by them. In addition to this, whenever a reader marks a paper below 60%, it is carefully read and rated by another reader before the mark is allowed to stand. In this way the personal equation of the reader has been very largely obviated, and a definite standard of marking has been established. (3) The board does not pretend to certify to any college; it simply holds examinations and gives ratings of percentages. Then each institution is left free to determine at what rate it will accept the percentages that are assigned by the board. (2)

If the examination in any subject is not satisfactory, it soon comes to the ears of the executive committee; and, if necessary, a committee is appointed to look into the entire matter and report to the Board. Any subject which has not been satisfactory is at once referred to the board of examiners for correction another year. When the examiners sit in caucus, criticism and discussion may be focussed on one point; and, when agreement is finally reached, it is possible to translate conclusions into actions.

This organization has rationalized the connection between the secondary school and the college. The Board, as constituted, represents the interests of both college and secondary school. In setting, reading, and rating the papers, the secondary masters and college professors meet to work out common educational problems; as they are indissolubly bound by community of effort and community of interest. This co-operation of school and college teachers facilitates both revision and simplification of definition of subjects on the programme of studies.

(1)

- D e m e r i t s -

The indictments against the examinations set
 (1)C:3 and C:29 (2)C:25 (3)C:30

by the College Entrance Examination Board are based on the researches of Professor Thorndike through the records of Columbia College. In the course of his original investigations, he traced the record of some hundred and fifty students through freshman, sophomore, junior, and senior years.

The entrance examinations as administered by the College Entrance Examination Board do not always exclude incompetents; and, occasionally, they allow students of excellent promise to be discouraged, improperly conditioned, or barred out altogether. This defect could doubtless be remedied to some extent by making the examinations more elaborate and of wider range, and by increasing the number of readers.

The entrance marks are often entirely misleading when used as a test of the student's capacity. This fact is easily demonstrated from two lines of evidence: the great variability of the standing secured by the same individual in different special branches of the same subject — such as Virgil and Cicero in Latin— and in precisely the same subject in the case of an examination repeated because of initial failure. To prove the discrepancy between achievement in entrance examination and achievement in college, Professor Thorndike cites the following case:—

"For instance, there were ten men out of one hundred and thirty, who on their junior year got "A"(the highest mark given) in at least five studies. Their average marks at entrance were in some cases in the lowest tenth in the hundred and thirty, barely above passing mark. Had the passing mark been set the least bit higher, one of the very best students of the three college classes would have been debarred from entrance. There is every reason to believe that of these students who did yet worse in the entrance examination, and so were shut out, a fairly large percentage would have done better in college than a third of those who were admitted. Sooner or later some one will be turned out who would have been the best man of his class." (1)

After our brief survey of the organization as known as the The College Entrance Examination Board of the Middle States and Maryland in its various phases, few will deny but that it embodies bureaucratic methods as

which at present represent, at least in the estimation of American educationists, a
..... of American educationists, a
. CONCLUSION . the "ne plus ultra" develop-
..... ment of the system whereby
promotion and graduation are based on final examinations.
The word "bureaucratic" is here employed in its primary
and derivative sense to denote regulation through organ-
ized departments or bureaux; the papers in each subject
are set, read, and rated by practical specialists in
that subject; the denomination employed to designate the
system under consideration must not be construed as con-
noting any of that sinister officialism which has, at
times, characterized bureaucratic political regimes. The
Bureaucratic Examining System as exemplified in College
Entrance Examination Board has established and maintain-
ed a high and reputable standard in setting, reading, and
rating examination papers. The representative examina-
tions furnished by the board have eliminated individual
eccentricity and caprice in setting papers, as well as ar-
bitrary changes of standard in the requirements imposed.
The excellence of the work it has accomplished, and the
conservatism of its management have conspired to induce
steady, healthy, and permanent growth. If it has not
furnished a satisfactory solution to the problem of se-
lecting students for continued education, it has at any
least evolved a method widely recognized as a feasible
working hypothesis.

THE ACCREDITING SYSTEMS

- General Introduction -

The opponents of the accrediting system denounce it as a mere crutch for the lame and the lazy; the supporters of the accrediting system concur in affirming that it is superior to any other conceivable method. In our analysis of the system, we shall endeavor to show the truth as well as the fallacy underlying each of these diametrically opposite assertions.

CONTRADICTORY ASSERTIONS.

The disrepute attaching to arbitrary final examinations in the estimation of many practical teachers is generally traceable to the failure in some examination of a candidate known to possess first-rate ability in the subject. The accrediting system has been suggested, and in some cases adopted, to correct some of the patent evils of the examining system. (1) (2)

The fact that incompetents have been known to pass through the examination door by disingenuous play of knowledge and cunning is generally traceable to the failure in some examination of a candidate known to possess first-rate ability in the subject. The accrediting system has been suggested, and in some cases adopted, to correct some of the patent evils of the examining system. (1) (2)

NATIONAL ACCREDITATION . A FAIR CRITERION.

potents have been unjustly denied admittance through the same portal has tended to throw discredit on the arbitrary final examination as a sole test. The rational devotees of the accrediting system would not discard examinations by any means; they merely wish to relegate them to their proper place. The quality of the candidate's previous work and the method of his preparation should be a distinct factor, and in some cases a deciding factor, in determining his standing. (3)

In the industrial and trades schools, it is only natural that the major emphasis is placed on the candidate's record in practical work through the term. The departments of applied science and several of the professional departments of

WIDE RECOGNITION OF ACCREDITATION IN TECHNICAL AND ENGINEERING COURSES.

(1)C:21 (2)B:9 (3)C:1

the large universities have long since taken into consideration attested practical ability in laboratory and field work in determining the candidate's standing at the end of the term. This practice is followed even in such an examination stronghold as the University of London; in fact, it is common in all the great British, Continental, and American universities.

There is no inherent reason why the instructor in the humanities should not weigh the class-room record in the final evaluation of .INTRODUCTION OF ACCREDI-. the candidate. As a matter .TATION IN HUMANITIES. . of fact, the practice of tak- ing into consideration term work of the candidate in humanistic studies in determining his final standing in such subjects is being initiated in the United States in great privately endowed institutions and universities such as Cornell, Columbia, Chicago, and Johns Hopkins as well as in great State Universities such as those of Illinois, Iowa, Minnesota, North Dakota, and California. In Canadian Universities accreditation in humanistic studies is gradually gaining a limited recognition: in McMaster qualified accreditation has been recognized since the inception of that institution; in Queen's the practice is regularly recognized to a certain extent in certain subjects; in Toronto there is slight recognition of the principle in the acceptance of term theses, etc.; at McGill accreditation counts to the extent of twenty or thirty per cent. according to the subject. Across the Atlantic in the University of Edinburgh we are informed that "schemes whereby exemption is granted on the ground of class work in the case of Latin, Mathematics, and Natural Philosophy for the ordinary M.A. Degree have been approved and are in operation." (1) This recent incorporation of the principle of accreditation in humanistic courses is, decidedly, an innovation.

Professor Foster characterizes the accrediting system, as administered in America, as "one of the most noteworthy contributions of .AMERICA'S CONTRIBUTION TO. America to educational pro- .EDUCATIONAL PROGRESS. . gress." He is exultant over the fundamental principle which obtains in American Universities whereby a man who is deemed fit to teach is also to be trusted to examine his own students. The accrediting system is significant in that it unifies, strengthens, and facilitates articulation throughout the whole educational system. It is conducive of teaching at once stimulating and attractive.

(1)B:2, 3, 4, 5, 13, 15, 16, 17, 18, 21, 22, 24, 26, 43.

GENERAL ARGUMENTS

CORROBORATIVE OF ACCREDITATION

- Relative to the Pupil -

Term averages constitute a much more accurate criterion of a student's capacity than does a single, final test. The justice and advantages of combining class records with examination results are becoming to be almost universally recognized in the modern educational world. Educationists everywhere are concurring in disapproving emphatically of the exclusive use of year-end examinations for the determination of the academic standing of students. Final examinations as sole criteria are highly unsatisfactory for many reasons. They foster the method of cramming which is inimical to true education. They are utterly unfair to students of certain physical and mental temperaments. They tend to encourage indifference in the work until the strong pressure of impending examinations is felt. They test feats of memory rather than ingrained educational processes. They imperil the students' health by the intense strain they put on the physical and mental system during the closing weeks of the scholastic year. In view of all the facts before us, it appears only fair that consultation of class records should at least afford a supplementary test of the students' attainments; such recognition of accreditation is calculated to engender conditions of supreme educational significance in its demand for daily intellectual effort on the students' part and continuously consistent training on the teachers' part. (1)

As a natural corollary ~~from~~^{to} the last statement it follows that the accrediting system has the merit of encouraging even training throughout the entire course. It eliminates the prospects and precludes the possibility of eleventh hour repentances on the part of careless and indifferent students-- repentances invariably accompanied by the attendant evils of "drugging" and "plugging". Recognition of accreditation sets a premium upon protracted and continuous concentration of energies. Matthew Arnold has tersely formulated the correct aim: "The end to have in view is that everyone who presents himself (for higher education) shall have received for a certain length of time the best preliminary instruction. This is not absolute security, but it is the best security. It is a

thousand times better than the examinations were examination test." Professor Leon Richardson of the University of California, in speaking of the system of High School Accrediting which obtains in his University, maintains that the "one great aim in California has been to obviate a state of affairs under which pupils are not trained evenly throughout a reasonable period before going to college, but are led to work, sometimes laxly, and then again feverishly on the verge of examinations."

(1) The Circular drawn up by the Schools' Committee of the University of California in exposition of the system of accrediting secondary schools in that State accentuates the same requirement: "In California it has been thought best that strong emphasis should be laid upon securing systematic instruction, continued throughout the entire period covered by the high school programme, and made the best attainable at each stage. The results of examinations on a single set of papers sent to the schools from any centre are apt to be capricious and inconclusive, because the conditions are unavoidably artificial." (2) Sustained effort and integrated result, as regards both school and pupils, are best insured by incorporation of the principle of accreditation in the administration of our school systems.

Practically all institutions where accrediting methods are in vogue require a considerable amount of term work in the form of term work in the form of

. NECESSITY FOR theses, reports, field work, . CONTINUOUS APPLICATION. etc. The Registrar of Johns Hopkins informs us that in his University "degrees are given on the completion of a required amount of work in each case and by examination." (3) The Registrar of the University of Illinois states that the "grades" which give the students their college standing and credit in that University are based upon class recitations, term work (theses, reports, etc.), and quizzes as well as upon the examination. (4) President McVey of the University of North Dakota is our authority for asserting that in that institution promotions are made and degrees are granted on the basis of daily recitation periods, monthly tests, and final examinations in each subject. (5) McMaster University, a semi-accrediting institution, determines the standing in nearly all subjects by a combination of marks assigned for class work with those obtained on the written examination. Only those students whose attendance upon lectures and whose class-room work have been satisfactory are eligible to write upon the final written examinations. (6) Such regulations insure continuous application and assiduous industry throughout the entire term.



(1)D:5 (2)D:4 (3)E:21 (4)E:13 (5)E:24 (6)E:4

Consciousness of the fact that term work will be taken into consideration in the final determination of standing and assignment of awards proves an antidote for ominous apprehensions and nervous forebodings on the part of highly sensitive students. A certain class of really capable students are diffident about embarking upon a course of higher education if they know that everything is staked on the final test. The accrediting system reassures this class that term work will also tell in the ultimate decision; and, consequently, this desirable class of students is retained for higher education. Enrolment in institutions of higher learning is thus substantially increased.

- Relative to the Teacher -

An accrediting system affords latitude for teaching while an examining system too often necessitates confinement to instruction. The accrediting system, under wise administration, encourages freedom, spontaneity, and interest in school life. It tends to give the school its true function — education as opposed to instruction. It emphasizes the development of mental power, moral character, and elevated tastes, rather than the imparting of fixed quantities of knowledge. (1)

Professor Thiergen (Dresden) advisedly remarks that, after having pupils for some years, teachers ought to be well acquainted with their mental powers, their excellencies and their weaknesses, and be prepared to pass a fairly just estimate upon their characters and upon their abilities. (2) By virtue of daily contact with the students, qualified teachers are in a position to give expert testimony as to the capacities and capabilities of individual students. An arbitrary final examination is an artificial test even under the most favorable circumstances. In short, the preceptor knows his students at first hand; if competent, he should be able to diagnose cases of various individual students much better than a quasi-blindfolded examiner or sub-examiner.

If the teachers were the sole arbiters in the matter of promotion and graduation, it would add not only to the responsibility but also to the prestige of the teaching profession. The objection has been raised

(1)C:10 (2)C:14

that if the sole power of promotion and graduation were placed in the hands of the teacher, partiality would reign supreme; inevitably principals and masters would succumb to personal and local pressure especially in the smaller towns. Inherently, however, there is no better reason for the manifestation of favoritism on the part of a teacher than there is on the part of a judge; and the teaching profession would derive much greater benefit from the granting of **ENHANCEMENT OF RESPONSIBILITY, INDEPENDENCE AND A SENSE OF RESPONSIBILITY IN THE TEACHING PROFESSION.** this particular matter than from the bestowal of titles and orders and other purely external honors. No distrust of the teacher's partiality or honesty exists in Prussia where a system of semi-accreditation is in operation. ^{in that country} Observant authorities assure us that a strict code of professional ethics condemns and prevents coaching along predetermined lines. Professor Slate of the University of California, who has made a close study of the Prussian system, asserts that a Prussian teacher would rather commit suicide than prime students on questions set by himself. (1)

The accrediting system necessitates qualifications in the teaching corps superior to those required where the examination system obtains. The greater responsibility imposed on the **NECESSITY FOR SUPERIOR QUALIFICATIONS IN TEACHER.** teaching staff makes it essential that the instructor be expert and proficient in his chosen field. By virtue of the exigencies arising out of successful operation and administration of the accrediting system, university trained teachers naturally supplant mere high school graduates and become omnipresent on the teaching faculties. The reason for this transition is that the expert knowledge which is absolutely requisite under the accrediting system can ordinarily be gained only by university training. The desirability of enlisting the services of university trained graduates is manifest from many standpoints. For instance, one great function of the secondary school is to prepare for the university; the secondary teacher should therefore be thoroughly conversant with that for which he is preparing the student. Again, the expert instruction imparted and the liberal atmosphere created by the university graduate, in the capacity of teacher, are of inestimable worth in moulding the ideals and shaping the destinies of the rising generation.

GENERAL INDICTMENTS
AGAINST ACCREDITATION

- Relative to the Pupil -

Dean Hellems of the University of Colorado exposes the fact that a system of accreditation properly administered has a decided
.....
IMPOSITION ON CLEVER . tendency to weigh heavily on
STUDENTS. . clever students:-

..... " The insistence on attendance, daily reports, quizzes, etc., is tremendously helpful to the weaker students, but is likely to be hard on the more clever. Personally, I think the old Oxford and Cambridge idea of examinations was better for the strong and harder on the weak, but I still feel that it has a slight balance of advantage."(1)

It has been charged by observant educators that accreditation works injuriously on standard of
..... scholarship attained by the
ELIMINATION OF POTENT . student body. Human nature
INCENTIVE. . being what it is, a system of
..... accreditation withdraws from pupil and teacher a powerful stimulus to thoroughness, to scholarship, and to strenuous effort. (2) A large number of talented students, without the impetus of prospective final examinations, tend to drop from the honor list to the mere "pass" level.

- Relative to the Teacher -

The limited educational attainments of some teachers, especially in secondary schools, disqualifies
..... them to act as arbiters in
DISQUALIFICATION ON THE . administering a satisfactory
GROUND OF LIMITED EDU- . test on an accrediting bas-
CATIONAL ATTAINMENTS. . is. Principals and headmas-
..... ters are not always wise, worthy, and progressive; even in the case of those that are, their assistants are not always so. (3) To leave promotion and graduation in the hands of incompetent and indifferent headmasters and assistants is to jeopardize the cause of education and to menace seriously the public weal. This objection will be eliminated when the secondary schools are manned by university graduates who have been sifted by sane and vigorous inspection.

Dr. Bradbury, of the Cambridge Latin School, aptly points out that a system of accreditation might, at times, fail to do justice to individual students; it is

(1)B:15 (2)C:11 (3)C:10

..... the part of the teacher. Dr.
TEACHERS' PREJUDICES A. Bradley cites an instance
SOURCE OF INJUSTICE. from his own teaching expe-
 rience in which he, himself,
 would have failed to give due credit on an accrediting a
 basis: in an Algebra examination at Harvard a boy whom
 he had assumed to be dull obtained a 'B' standing (Honors),
 while a girl whom he had always conceived to be excep-
 tionally clever dropped to a 'C'. The boy had worked to
 the last gradually growing up to it, without the mas-
 ter's noticing it. (1) Professor Thiergen (Dresden) dis-
 closes another possible source of injustice which natur-
 ally falls under the same caption: "When a boy has had
 the misfortune to touch one of the teacher's weak points,
 the teacher is inclined to take revenge by giving that
 pupil a lower mark." (2) After all teachers are mere
 fallible human beings!

Were it true that all teachers had the same
 standards and thoroughness in testing, there would be
 little or no objection to a
DIVERSITY IN STANDARDS . system of accreditation. How-
AND SEVERITY OF TESTS. . ever, a body of teachers who
 are absolutely impartial and
 agreed upon the standards and severity of the tests to
 be applied is seldom found. The evils of partiality and
 slackness can be guarded against only by tests applied a
 by a body of teachers working in conjunction. Professor
 Hardy, of the University of Alberta, endorses the objec-
 tion here taken: "I should be quite willing to see fin-
 al examinations dispensed with provided one could be
 sure that the reports of professors and instructors rest-
 ed upon sane, systematic, and definite checking of regu-
 lar class-work performances, and not merely upon impres-
 sions as to the ability of this or that student." (3)(4)

The opponents of accreditation make special
 capital of the encouragement to lethargy, laxity, and a
 partiality afforded in the
NECESSITY OF EXTERNAL . case of epicurean and lax
IMPETUS. . lax invertebrate teachers
 and principals. A profes-
 sorial correspondent to "The Nation" admits that "most
 professors would hardly submit their students to their
 colleagues for examination. Yet it is surely within the
 bounds of probability that many college courses would be
 better taught if that were the rule." The teacher, as
 well as the pupil, needs the incentive of a prospective
 final test administered by independent, impartial, un-
 biassed, and unprejudiced examiners. Dean Vincent, of
 the University of Chicago, within the walls of which in-
 stitution a system of accreditation practically obtains,

(1)C:10 (2)C:14 (3)B:9 (4) B:10

believes that a system of final examinations has still much to recommend it. In his own University he informs us that "instructors file copies of their examination papers, and these are open to inspection by the members of the Faculty. Such publicity is supposed to afford a certain check by compelling instructors to submit their examination papers to the scrutiny of their colleagues. In practice, the plan accomplishes little or nothing, inasmuch as the papers are rarely looked at by any one."(1)

The Secretary of the New England College Entrance Certificate Board deposes evidence to the effect
 that unscrupulous principals
 .DANGER OF IMPOSITION BY . and teachers might impose on
 .UNSCRUPULOUS TEACHERS. . higher educational institu-
 tions as well as the public:
 " Principals have written me requesting that their own schools be judged by the records of the pupils sent on examination to some other college rather than by those sent on certificate to the colleges connected with the Board, because they sometimes gave certificates to pupils whom they thought might fail on the examinations."(2)
 The Registrar of the McGill University College of British Columbia also sounds a note of warning on this score:
 " Students who have come to us with accredited standing have rarely proved satisfactory. I hesitate to say "never", though that seems to me the better word". (3)

- Miscellaneous -

The adoption of a system of accreditation has a tendency to discredit examinations in the estimation
 of students and the public.
 .DEPRECIATIVE ESTIMATE OF. Most ardent devotees of the
 .EXAMINATIONS ENGENDERED.. accrediting system firmly be-
 lieve in intramural examina-
 tions throughout school and college courses. The admission of accredited secondary students to the university without examination frequently tends to belittle examinations as an educational factor; this objection is, however, only incidental and the universities where accrediting obtains are quickly setting their stamp of disapproval on such a sentiment.

The testimony of teachers, whether against or for the scholars, can scarcely be expected to be wholly
 impartial. A certificate in
 .MAINTENANCE OF PUBLIC . the award of which the teach-
 .CONFIDENCE MENACED. . er has a share does not com-
 mand the public confidence a
 to the same extent as one issued by an independent examining body; this public confidence must be retained, as it is essential to the stability of educational systems.

(1)B:16 (2)C:19 (3)B:11

ACCREDITING SYSTEMS

IN PRACTICE

A survey of the educational field reveals two great types of accrediting systems in practice -- intramural accreditation of students and extramural accreditation of schools. Intra-
SYNOPTIC SURVEY
mural accreditation of students designates the system which is adopted wholly or partially in certain colleges and universities whereby individual students obtain a grade or standing on the basis of accreditation by instructors in the various departments. Extramural accreditation of schools signifies the system which is conspicuously in evidence in several States of the American Republic whereby high schools and preparatory colleges are accredited by state universities or state departments of education. The school as a whole is accredited by these recognized state authorities; but the responsibility of certifying individual students devolves upon the supervisor or principal who issues or withholds recommendation on the basis of term records combined with the reports of the assistant masters. Consequently, in this latter case, also, the accreditation is, in the last analysis, intramural; but, as a system, it must be clearly differentiated from intramural accreditation of students, as such, because the ultimate authority is outside the jurisdiction of the preceptors and the school. Schools are accredited according to different criteria in different States of the American Republic; along the Atlantic seaboard schools are accredited on the basis of tested efficiency of graduates; in the Middle, Western, and Pacific States schools are accredited on the basis of inspection by the State University or by the State Department of Education. It is this extramural accreditation of schools on the basis of inspection that is commonly spoken of in educational parlance as the "accrediting system".

- INTRAMURAL ACCREDITATION OF STUDENTS -

Intramural accreditation of students signifies the system by virtue of which credit is given for daily
DEFINITION
class work, themes, reports, problems, field work, term examination standings, etc., in rating the final standing of students; the final examinations are not necessarily dispensed with, but when

given they are compiled by ^{the} students' class-room teachers in the various subjects and the results are never considered solely but always in conjunction with scholastic records throughout the term.

Where this system is espoused in whole or in part, credit is assigned by teachers in the various departments for all work done in each subject. Systematic records are kept of the results of quizzes, term examinations, etc.; and recommendations are usually based on data derived from these sources. In the American Republic, certification by instructors is the recognized criterion of promotion and graduation in highly reputable institutions such as the Universities of Chicago, Colorado, and Iowa; the principle is also in vogue to a greater or less degree at Cornell, Columbia, Johns Hopkins, Illinois, Minnesota, North Dakota, etc. Among Canadian institutions, the principle is most widely recognized in McMaster University; it is also receiving some slight recognition at McGill, Dalhousie, Queen's, and Toronto. It is a noteworthy fact that contagion has spread ~~hastily~~ to the British Isles, for even the conservative University of Edinburgh is coming to recognize intramural accreditation to a certain extent.

- E V A L U A T I O N -

All the general arguments adduced in corroboration of accreditation and all the indictments preferred against accreditation are particularly applicable to the principle of intramural accreditation. It will perhaps be of interest to consider for a short time the merits and demerits of intramural accreditation as enunciated by the highest educational tribunal in Edinburgh.

The Faculty of Arts, University of Edinburgh, in reporting to the Senatus and the University Council on the advisability of introducing qualified intramural accreditation in certain subjects on certain courses, has given the educational world a valuable contribution towards a satisfactory analysis of the principle under discussion. The salient arguments adduced in support of accreditation are as follows:-

- (1) It will greatly diminish the pressure at the

end of the session on the diligent student. Such relief is urgently required especially in the case of women students.

(2) A great improvement will be effected in the class work of the students who, in the hope of gaining the new privilege, will work more steadily throughout the session.

(3) A good deal of useless strain on the memory and mere cram will be avoided. There are many things on the courses which ought to have passed once through the student's mind, but which ought not to be carried to the examination room as a mere burden on his memory.

(4) There will be a considerable relief of the pressure on the Additional Examiners."

But the Faculty perceives that intramural accreditations might prove detrimental to integrated study in some subjects. There are subjects in which the adoption of the principle would seem inadvisable; for example, "if Philosophy means that the student is to be encouraged to think for himself, and gradually advance to a further conclusion from a mere elementary insight which he does not let go, it would be a mistake to allow him to suppose that in December, perhaps, and February, he could bid farewell to certain parts or aspects of his subjects."

(1) President Mackenzie of Dalhousie also sounds a note of warning regarding the danger of disintegrated study: "The daily recitation, problem work, etc., without some final examination makes for very choppy, desultory kinds of work on the student's part. A final examination demands that the student shall review and correlate the work of the year. I think there is nothing worse for the average student than for him to think that having as done the day's work, he can immediately set about forgetting it and relegating it to the scrap-heap of things as that will be no longer called for." (2)

(1)B:42 (2)E:7

- Introduction -

Extramural accreditation is not, by any means, an innovation even in Canada. There is a form of accred-
..... iting which practically all
. INTER -- UNIVERSITY . universities recognize. In-
. ACCREDITATION. . stead of requiring candi-
..... dates for entrance to pass
their own matriculation examinations, they accept certifi-
cates issued by other bodies which they treat as repre-
senting equivalent examinations. Every university in a
Canada accepts the matriculation certificates issued by
other universities of good standing or by the Province.
The reciprocity between universities goes much further
than matriculation and is generally specified in the uni-
versity calendars under such captions as "Equivalent Ex-
aminations" or "Admission Ad Mundum Statum and Ad Mun-
dum Gradum". In American universities it is common prac-
tice to admit students on the basis of transfer of cred-
its from some other college or university. Inter-univer-
sity accreditation also obtains in Great Britain and on
the Continent. (1)

There is also a large measure of reciprocity a
between Provincial and State Departments of Education. a
..... The three prairie Provinces
. INTER-PROVINCIAL AND IN-. and British Columbia in Can-
. TERSTATE ACCREDITATION. . ada have been compelled to
..... import eastern teachers in
order to keep abreast of the tide of immigration. As a
result, in the Regulations of the Departments of Educa-
tion of these western Provinces there is invariably a
specification as to what the various Departments consid-
er equivalent examinations. The same reciprocity obtains
between the various State Departments of Education in
the United States of America. In fact, this same recip-
recity prevails, to a greater or less degree, in all ed-
ucational institutions throughout the civilized world.

This mutual recognition of standing by Univer-
sities and State Departments of Education differs, how-
ever, in a very important respect, from the extramural a
accreditation of schools, as such. In the first case, a
the Universities and State Departments of Education are
negotiating presumably on a par or quasi-par basis; in
the second case, the Universities and State Departments
of Education evince a measure of deference in accredi-
ting schools of inferior or subordinate rank. By invest-

igating the criteria according to which the secondary
 schools are granted the ac-
 .AN IMPORTANT DIFFERENCE-- . crediting privilege by
 .PARITY AND DISPARITY OF . State Universities and
 .RECIPROCATING INSTITUTIONS. State Departments of Edu-
 cation, the more important
 essentials of feasible and satisfactory accrediting be-
 come apparent. This brings us to a consideration of the
 "Certificate System" and the so-called "Accrediting"
 System".

- The "Certificate System" of New England -

The "Certificate System" signifies that system
 which obtains in the New England States whereby certain
 schools are granted accredited relationship with certain
 colleges and universities as
 .DEFINITION -- TESTED RE-. once such schools have demon-
 .EFFICIENCY AS CRITERION. . strated their efficiency by
 the standard of scholarships
 attained by their graduates in the college courses.

The administration of the "Certificate System"
 in the New England States is controlled by the New Eng-
 land College Entrance Certificate Board. This Board rep-
 resents all New England Col-
 .ORIGIN AND GROWTH--MEANS. leges which have united in
 .OF SECURING DATA. . granting the certificate as
 privilege to certain prepara-
 tory schools.. The idea of the Board originated with the
 Commission of Colleges in New England on Entrance Exam-
 inations; in response to an invitation from the Commis-
 sion, delegates from nine New England Colleges met in
 Boston and formulated a plan of mutual co-operation. As
 a result of the Boston convention, an effort was made to
 gather data upon the basis of which the certificate priv-
 ilege might be granted to secondary schools. Each col-
 lege represented on the Board gave information regarding
 schools previously affiliated with itself and the condi-
 tions attending such affiliation. After considerable dis-
 cussion the following method was agreed upon for collec-
 tion of data: a stereotyped questionnaire was drafted to
 be filled out by applicant principals of secondary and
 schools; there were two pages of general questions re-
 garding the size of the school, the number of teachers,
 the scholastic standing of individual members of the
 teaching corps, the time allotted to each subject of the
 course, etc.; in addition, there were specific questions
 on every subject that could be presented for admission
 to any and every college represented on the Board-- two
 pages of questions for majors and one page for minors. The
 information thus obtained constituted a basis upon which
 the system might be satisfactorily administered.

The Board has made it imperative that all schools enjoying certificate privilege shall provide a sufficient number of subjects to prepare for some course leading to a degree in some one of the colleges represented on the Board. In certificated subjects the Board insisted that an adequate number of periods be assigned for adequate presentation. In laboratory subjects such as practical botany and chemistry, the Board has required that a sufficient amount of apparatus be in the possession of the school for investigation, research, and illustration.

No school is approved by the Board until the accuracy of its judgment in granting certificates has been put to the practical test. A fundamental principle of the Board's action is that approval must be based, not upon the general reputation of the school, but upon actual experience of one or more of the constituent colleges represented on the Board. A school may prepare pupils who will successfully meet examination tests, and yet grant certificates that cannot be depended upon. Secondary schools making application for the certificate privilege are classified on the basis of the information submitted in response to the questionnaire. If, upon consideration of the data furnished, the efficiency of a school is problematic, that school is put upon the trial list until such time as the actual experience of one or more of the colleges represented on the Board warrants the granting of full approval. Even where, upon consideration of the data furnished, the efficiency of the school is 'prima facie' of first-rate standard, such a school is put on the approval list only after a year's satisfactory probation on the trial list. Schools which are not entitled to a place on either the approval or the trial lists are grouped under the caption "Doubtful List" with possibility of promotion to the trial list when their record justifies such action.

The condition upon which a place on the trial list is secured is set out in the following regulation promulgated by the Board:-

" Any school in New England which has never been rejected by the Board, and has sent two or more satisfactory students to any college or colleges represented on the Board, and which has a candidate for admission for the ensuing year, may be placed on the trial list." (1) This regulation is subject to

two restrictions as follows:—

(1) The entrance examination of the students in question must have been taken within three years of the date of application.

(2) The students must have attained a record at college — mere ability to pass an examination is insufficient. The judgment of a school is based on its recommendations before examination. Full approval is granted only after satisfactory probation on the trial list.

Schools are refused approval if they have sent an insufficient number of pupils to colleges represented on the Board; or if, having sent a sufficient number, their pupils have made a poor record at the colleges represented on the Board. These schools temporarily dis-qualified by virtue of having provided an insufficient number of pupils are approved after completing a satisfactory record in this respect. Schools rejected on account of poor record of pupils sent to college must have established a thoroughly good record before they can expect to be approved. Each such school must send at least three satisfactory freshmen to colleges represented on the Board within a period of three years before a new application for approval will be considered. Any school may be dropped from the approval list at any time for just cause in the opinion of the Board; such action, however, is reserved for extreme cases of deterioration. Premonitory notices are sent out in two forms: the first form calls attention to the record of the school; the second form states positively that, unless improvement follows, the certificate privilege will surely be withdrawn. These notices are sent when the record in any one subject is very poor although the rest may be excellent; the department for which the poor record is assignable needs thorough re-organization. Notices are sent also when there are a few failures reported in a number of subjects; such a state of affairs is evidence of carelessness in dispensing recommendations for certificate — possibly the adoption of too low a minimum mark. The maximum period of approval is three years; at the expiration of that time the school must again make formal request on blank forms furnished by the Board stating any material changes in curriculum, personnel of teaching corps, etc. Once a school has been approved, however, it always retains the favor of the Board, if its certificates do not fall below par at recipient colleges represented on the Board. (1)

- Merits -

The certificate system enhances the status of an approved school. The recognition of the certificate system by the colleges is an acknowledgement by the colleges that their problems and the problems of the preparatory school are identical in essence though they differ considerably in degree. Consciousness of being entrusted with the certificate privilege engenders independence, self-reliance, and ambition in the secondary school. The certificate system, as exemplified in New England, is calculated to safeguard the independence of the preparatory school and to save it from the doom of becoming a mere cramming machine -- a fate to which the examination system, left to itself, would inevitably condemn it. (1)

Professor Lord of Dartmouth College contends that the certificate system is superior to the examining system in administration, inasmuch as it brings the student up to college with preparation complete and entire. Under the examination system there are many "conditioned" students. "Conditions" are millstones around the neck of every student who has had the misfortune to be assigned one or more. When a student is certificated, he is certificated all in all or not at all. (2)

The certificate system lessens the work and minimizes the responsibility of college faculties. The college is relieved of the wearisome task of examining prospective freshmen. (3) The preparatory school, on the other hand, under the surveillance of a capable, efficient, qualified teaching faculty, is free to pursue its studies naturally and normally without catering to the fads, fancies, and hobbies of college examiners.

The certificate privilege confers dignity and prestige on the teaching profession. The certificate system nominates the teacher as final arbiter in judging of the fitness of a pupil for admission to college. This confidence and responsibility thus reposed in the teacher is calculated to evoke his best efforts in teaching and his wisest discretion in recommending students. The student, on his part, is encouraged to work faithfully throughout the term. He knows that his teacher will as

(1)C:19 (2)C:10 (3)C:25

rate him largely on his daily class work. He realizes
..... that he cannot pull the wool
.BENEFICIAL REFLEX INFLU- over his examiner's eyes by
.ENCE ON BOTH TEACHER AND. an abnormal display of mem-
.PUPIL. . oriter knowledge throughout
..... a few days of hasty writing;
he is therefore under the necessity of performing each
day's task faithfully and thoroughly if he wishes to mer-
it promotion.

- D e m e r i t s -

The preparatory boy thinks it is fine to get
out of an examination; but when he enters college he
..... is compelled to encounter
.EXPERIENCE OF ILL-PREPARED. the examination test. The
.CERTIFICATED STUDENT. . certificate system works
..... without any friction in
the case of a competent student; but a competent student
can pass examinations and get in anyway. For the stu-
dent of shaky preparation and abilities, the certificate
system works unsatisfactorily; he often comes to college
at great expense, struggles for three months or more as
with courses he is not qualified to pursue, and then vol-
untarily absconds or is quietly dismissed by the college
authorities with a recommendation to revise his prepara-
tory work. (1)

Many educationists claim that the certificate
system encourages relaxation of efforts on the part of
..... many students. Commissioner
.ENCOURAGEMENT TO RELAXA- Goodwin of the New York
.TION OF EFFORT. . State Department of Educa-
..... tion expresses strong con-
victions as to the weakness of the certificate system in
this particular:-

" Capable students, expecting to enter as
college on certificate, may easily reach the minimum as
standard required by the school for certification with-
out doing the full measure of hard work that ought to be
required from boys whose home life in the large towns as
and cities, more and more, as wealth increases, free
from all work that carries serious thought and responsi-
bility. My own observations unmistakably confirm the
statement that the certificate privilege causes many
well-endowed students to relax their efforts." (2)

On close scrutiny it will be seen that the cer-
tificate system tends to exclude the average student as
from the advantages of higher education. Shrewd princi-
pals of preparatory schools, knowing that their schools
are to be judged on the basis of their recommendations, &

have a tendency to pursue a very conservative course, certifying only students whose pre-eminent scholarship is calculated to substantiate their discretion in making recommendations. The result is that mere intellectual genius and capacity for memoriter knowledge are rated at a premium; and an average student, who frequently possesses sterling qualities which eventually triumph in the great "university of life," is thus often unjustly excluded from availing himself of the advantages of higher education.

When a school is granted the certificate privilege, the headmasters are subjected to a strain which neither the colleges nor the community ought justly to impose. Ambitious, unscrupulous, and ignorant parents strive by impertunity to coerce headmasters to recommend their children for college when the better judgment of the headmaster would withhold such recommendation. From this point of view, the certificate system is very enfeebling as to both discipline and scholarship. (1)

Many teachers maintain that scrutiny of recommendations is often a very unfair test to the school. After reflection, it is not surprising that many secondary teachers are apparently unwilling to stand sponsors for their scholars: they do not wish to be held tacitly responsible for work over which they have no control. (2) A student's failure in college is not always to be attributed to defective training in the preparatory school. It is quite as likely to be the natural sequence of his home training, or lack of good teaching in the college, or the contagious influence of immoral associates from the evil effects of which the college gives him no protection. (3)

The certificate system fails to engender that healthy rivalry and competition among secondary schools fostered by the examination system. By virtue of adoption of the certificate system, superior secondary schools are deprived of the best existing means of demonstrating that they are superior as compared with their neighbors. Moreover, wherever the certificate system obtains, the educational community is, to a large degree, deprived of the best means of learning the comparative merits or value of different secondary schools. (4)

(1)C:10, 12, 26, 29 (2)C:12 (3)C:25 (4)C:10

The standards set by the college under the examination system afford a powerful impetus to the secondary schools. Adoption of the certificate system deprives the college of a valuable means of influencing the programmes of study and methods of teaching in the secondary schools. Aside from all this, many educationists maintain that the colleges should not vest in the headmaster or his assistants censorship as to who shall enter their freshmen classes, but should retain it in their own hands; the high school reserves the right to guard its own portals at the time of exodus as from the grammar school, and the college should be equally vigilant at the time of influx from the secondary school.

The certificate system in New England can hardly be taken as exemplifying universal operation of the certificate system for manifest reasons; the system in New England is profoundly influenced by the examinations of such great Atlantic coast universities as Harvard, Yale, and Bowdoin all of which still adhere exclusively to the examination system. Were it not for the stimulus received from the examination environment in which the New England certificate system flourishes, many educationists claim that the system would not have worked nearly so satisfactorily as it has worked thus far. Yet, even in New England, the certificate system leaves much to be desired; for instance, there is no system of really examining the conditions of the secondary schools. Occasionally, of course, the school may receive a friendly visit from some college officer. But there is no system of supervision by competent governmental educational authorities such as obtains in Germany where secondary schools give an outgoing certificate valid at the university. (1) "The East (New England) has been attempting the system of admission to college through the certificate system — a modified accrediting system; but they have left out of it the high school visitor, and therein lies the trouble." (2) An occasional friendly visit by a college professor cannot possibly take the place of visitation by an inspector who is an expert of the secondary school system. It is this defect in the practical operation of the certificate system that the so-called 'accrediting system' is calculated to overcome; and a summary exposition of this so-called 'accrediting system' will now engage our attention.

(1)C:10 (2)C:25

- The Accrediting System -
 - of the -
 - Middle Western and Pacific States of America - - -

The "Accrediting System" which obtains in the Middle Western and Pacific States of America signifies that system by virtue of .DEFINITION -- INSPECTION. which secondary schools are .AS THE CRITERION. granted accredited relation- ship with the universities on the basis of inspection and supervision by some state authority -- either the State University or the State Department of Education.

As the "Accrediting System" which we now propose to succinctly describe is as yet practically unknown in Canadian territory, it is deemed advisable to treat of it at sufficient length to make it clearly intelligible. The "Accrediting System" is not an entire innovation; it is not an ex- .ORIGIN IN THE PRUSSIAN . periment; it is not an ex- .PRECEDENT. ploration in 'terra incog- nita'. The "Accrediting System," as adapted in the Middle Western and Pacific States of America, is a modification of a system which originated in Prussia. In this latter country, a system was instituted in the early period of modern educational development by virtue of which the status of secondary schools was recognized by the State University. In Prussia the secondary schools are accredited to the University rather than by the University as in America. The relative functions of the secondary school principal and the governmental commissioner under the Prussian system have received attention in a previous part of this thesis and require no further exposition here. (1) Suffice it to note the fact that, in adapting and modifying the system to meet American conditions in the Middle Western and Pacific States, an attempt has been made to eliminate the objectionable features of the Prussian system and to retain all its meritorious elements.

the "Accrediting System" in America had its inception in a resolution adopted by the faculty of the University of Michigan in .EVOLUTION OF THE SYSTEM . 1871, and confirmed by the .IN AMERICA -- PRESENT . Board of Regents in 1872. It .GEOGRAPHICAL DISTRIBUTION. is interesting to note that both university and secondary school authorities favored inauguration of the "Accrediting System" although the actuating motives were different in each case. The President and members of the University Faculty, on the one hand, were earnestly

(1) Vide supra:p.p.27-30

desireous of co-operating with superintendents and principals of High Schools with a view to consolidating, strengthening, and elevating the entire system of State education. Superintendents and principals of the leading High Schools of the State, on the other hand, were urgently solicitous for closer articulation with the University as an organic part of the educational system, in order that each institution might reciprocally react upon and stimulate the other for the mutual benefit of each and the good of the whole. (1) The accrediting system, as adapted in Michigan, was found to be congenial to the building up of a state public school system crowned by a state university. Gradually the system has become disseminated over the entire territory from the Ohio to the Pacific, and has overflowed into southern and eastern States. (2) The system is continually finding favor on American soil and at present obtains in the following States: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota, Colorado, California, and Washington. (3)

- Operation of the System -

The champions of the "Accrediting System" are unanimous in recognizing inspection as the distinguishing characteristic and safe-guard of the system. While CONSENSUS AS TO NECESSITY. OF INSPECTION— DIVERSITY. all appear to agree, however, IN OPINION AND PRACTICE. . regarding the pedagogical and administrative importance of inspection, a close survey of the various methods in practice reveals somewhat striking diversity in opinion and practice.

California congratulates herself on having a most efficient system of inspection. In this State, a system of university departmental inspection obtains by CALIFORNIA . virtue of which the secondary schools are visited annually by a number of expert specialists in the different fields -- generally the heads of corresponding departments of the University. Owing to the scattered geographical distribution of the secondary schools, this system has made large demands on the University funds and upon the time of the professors. The promoters of the system, however, feel confident that the efficiency of their present method amply justifies the outlay. With increase in the number of schools seeking accredited relationship, this system must inevitably grow burdensome and impracticable; college professors are too much engrossed with legitimate college duties to give a large number of secondary schools adequate attention; and many good professors are unable competently to play the rôle of inspector. Consequently,

(1)C:13 (2)C:25 (3)C:16

reduction in the number of inspectors is gradually taking place; when an inspector is competent in two cognate fields, he is now permitted to examine in two subjects instead of one as formerly. Frequently, too, when by a previous inspection it is known that a subject is well in hand and there has been no change in personnel of the teaching corps of a school, inspection of a subject is designedly omitted for a year or more. By these means a certain degree of economy is effected; but, in California, pecuniary considerations have not been allowed to interfere with thoroughgoing inspection at any time. (1)

In Wisconsin and Iowa we find a double system of inspection maintained jointly by the State Department of Education and the State University. (2) But in these States the number of inspectors is greatly reduced as compared with California. Under this bifurcal system, the inspector appointed by the State Department of Education looks after the general conditions of the school, and the University departmental representatives stimulate the work in their respective departments by occasional visits and sympathetic criticisms. The chief objections to this bifurcal system are exposed by State Superintendent Cary of Wisconsin:-

"The State inspects and the University inspects; but when the two occupy the field jointly, the University inspection is in the position of paralleling, duplicating, and conflicting with the work of the State. The view that the State may inspect for one purpose and the University for another is only temporizing the situation. In order that we may have unity, efficiency, and economy in the inspection of high schools, the inspection should be centralized." (3)

In the State of Indiana, the inspecting and accrediting function is performed solely by the State Board of Education. The work of inspection is apportioned among the several members constituting the Board. This system seems to work satisfactorily in Indiana; and it is deserving of mention that this system is especially adapted to save the high school curriculum from domination by the university. (4).

In Minnesota there is a single High School Inspector appointed by the State High School Board. The president of the State University is always represented on this Board; consequently the university, without direct participation, profoundly influences the curricula and standards of the high schools of this State. (5)

(1)D:3,4,5 (2)C:16,17,18 (3)C:18 (4)C:13 (5)C:13,18

In the majority of those States where accreditation has been adopted, the State University supervises the secondary schools through an inspector denominated as "High School Visitor". Professor Dexter of the University of Illinois is authority for the assertion that "no inspection on the part of a college professor can ever take the place of the visitation by the inspector (High School Visitor) — the expert of the secondary school system, the trained friend, adviser and helper, and the visible connecting link with the university." (1) The High School Visitor furnishes school authorities, master, and board with an efficient and sympathetic counsellor of the widest experience, whose salutary influence can hardly be overestimated. (2) It is customary for this High School Visitor to report his findings to a so-called "Diploma Schools" Committee composed of heads of the different departments in the State University with the President of the University as chairman.

High Schools are inspected for credit on application to the High School Visitor from a principal, superintendent, or Board of Education. On receipt of application, a report blank is sent to the applicant; and if it appears from the report returned that the school is probably worthy of a place on the accredited list, an inspection will follow. This preliminary report solicits information regarding the length of the school year, length of recitation periods, number of teachers in the High School and below it, qualifications of the teachers, the suitability of the text-books, equipment of the school as to libraries and apparatus, adjustment of the programme of studies, etc. (3)

Practically all the State Universities as well as the interstate affiliations of universities issue bulletins setting forth their respective standards of admission, definition of units, scale of units, etc., for the instruction and guidance of ambitious secondary and preparatory schools. The standards set by the North Central Association of Colleges and Secondary Schools are represent the maturest criteria yet formulated. "The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy, and a heartier cooperation be-

(1)C:25 (2)C:23 (3)D:2

tween the colleges and secondary schools of this territory; secondly, to consider common educational problems and to devise best ways and means of solving them; and, thirdly, to promote the physical, intellectual, and moral well-being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers. The Association is voluntary, organized and devoted solely to the highest welfare of the boys and girls of this territory, and it bespeaks the cordial and sympathetic support of all school men. * * * * * The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, college, or university in the North Central territory." In order to realize these lofty aims the Association has formulated exalted standards of admission. The following constituted the standards of admission in 1910:-

1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation. More than twenty periods per week should be discouraged.

2. The minimum scholastic attainment of all high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive.

3. The number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over at least forty minutes in the clear. The Association advises five periods. The Board of Inspectors will reject all schools having more than six recitation periods per day for any teacher.

4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.

5. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

6. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of the school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thoroughgoing, sympathetic

inspection, shall be considered eligible for the list.

7. Wherever there is reasonable doubt concerning the efficiency of a school, the Association will accept that doubt as ground sufficient to justify rejection.

8. The Association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the Superintendent.

9. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers, a complete report on teachers once in three years will be sufficient; but full data relative to changes should be presented annually.

10. All schools whose records show an abnormal number of pupils per teacher, as based on average number belonging, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as maximum.

11. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association.

12. The organ of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools, and for such other purposes as the Association may direct, is as follows,-

a. In States having such official, the Inspector of Schools appointed by the State University.

b. In other States the Inspector of Schools appointed by State authority; or, if there be no such official, such persons or persons as the Secretary of the Commission may select. (1)

The State Universities and the interstate affiliations of universities invariably publish in their bulletins definitions of units showing exactly what value is assigned to each subject, and giving a detailed analytical prospectus of the work comprised in each unit as defined. We would refer those interested in definitions of unit courses in particular subjects to the bulletins issued by the State Universities in those States where the "Accrediting System" obtains. For the purposes of this thesis, suffice it to note the general regulations of the North Central Association of Colleges and Secondary Schools respecting unit courses in general as prescribed for secondary schools. For 1910 they were as follows:-

1. A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than one hundred and

twenty sixty-minute-hours of class-room work, two hours of manual training or laboratory work being equivalent to one hour of class-room work.

2. The graduation requirement of the high school and the entrance requirement of the college shall include fifteen units as above defined.

3. All high school curricula and all requirements for college entrance shall include as constants three units of English and two units of mathematics.

Fusion of prescription and election in the course of study is effected by adoption of an elastic scale of units from which the regulation minimum must be chosen including any specified constants. The elasticity of which the system is capable can be appreciated only by examination and analysis of an existing scale of units. The scale of units which obtained in the University of Illinois during the term 1909-10 was as follows:-

List A: Algebra $1\frac{1}{2}$ units.

English Composition 1 unit.

Geometry, Plane, 1 unit.

English Literature 2 units. -- total $5\frac{1}{2}$ units.

List B: Astronomy $\frac{1}{2}$ unit.

Botany $\frac{1}{2}$ or 1 unit.

Chemistry 1 unit.

Civics $\frac{1}{2}$ or 1 unit.

Commercial Geography $\frac{1}{2}$ or 1 unit.

Drawing $\frac{1}{2}$ or 1 unit.

English Literature 1 unit.

French 1 to 4 units.

Geology $\frac{1}{2}$ or 1 unit.

Geometry, Solid and Spherical, $\frac{1}{2}$ unit.

German 1 to 4 units.

Greek 1 to 3 units.

History 1 to 3 units.

Latin 1 to 4 units.

Physics 1 unit.

Physical Geography $\frac{1}{2}$ or 1 unit.

Physiology $\frac{1}{2}$ or 1 unit.

Zoology $\frac{1}{2}$ or 1 unit. (x)

List C: Agriculture 1 to 2 units.

Bookkeeping 1 unit.

Business Law $\frac{1}{2}$ unit.

Domestic Science 1 unit.

Economics $\frac{1}{2}$ unit.

Manual Training 1 to 2 units.

The subjects of List A are prescribed by all colleges. From List B $6\frac{1}{2}$ units must be offered for admission to any college ($7\frac{1}{2}$ to the College of Literature and Arts) and

(x) Note: No student will be permitted to present more than 1 unit in Geography.

The entire 9½ elective units may be offered from List B. Admission to the College of Literature and Arts requires that three of the 7½ units shall be foreign language (x) and one history, making a total of 8½ units prescribed for admission to this college. Admission to the Colleges of Science and Agriculture requires that two of the 6½ units elected from List B shall be Science, making a total of 7½ units prescribed. Admission to the College of Engineering requires that ½ unit from List B shall be solid and spherical geometry, and one unit physics, making a total of 7 units prescribed. Admission to the College of Law requires that 1 unit from List B shall be English and American History, making a total of 6½ units prescribed. Admission to the School of Music requires that one unit from List B shall be history and three units foreign language; also that two units in music shall be offered, making a total of 11½ units prescribed. Not more than 5 units from List C (two in the College of Literature and Arts) will be accepted as a part of the fifteen units required for admission to the University. (x) Note: At least two of these three must be in the same language. All three must be in Latin if the student wishes to pursue the study of that subject in the University. (1)

Once the university sets its standards, it devolves upon the State Inspector, or High School Visitor, as he is quite often called, to make recommendations as to dispensation of the .GENERAL ROUTINE METHOD . crediting privilege to appli- .OF INSPECTION. . cant schools. Notwithstand- ing the diversity in opinion and practice as to the proper state authority in which supervision should be vested, practically all High School Visitors follow the same general line of procedure in the tour of inspection; common pedagogical training and instincts impel them to apply the same general principles in seeking the same general end. Without previous notification the High School Visitor presents himself at a secondary school centre; from introductory inquiries he learns the population of the city, the total enrolment of the schools, the enrolment in the high school, and the number of teachers employed in the elementary and secondary departments respectively. He acquaints himself with the teachers of the high school, and records information as to their academic and professional training, the subjects they teach, the number and average length of their daily class periods. In analyzing the work of the various teachers, he endeavors to determine the efficiency of each by noting the aim and plan of his lesson, his mastery of the subject, his skill in adapting the subject to the needs and capacities of his

pupils, his ability to analyze and classify difficulties, his power to attract and hold attention, his skill in the art of questioning, and his assignment of the lesson. The pupils also come under close scrutiny; he notes the manner in which they attack their lessons, their habits of thought and study, the pervading tone, morale, esprit de corps, etc. Next concentrating his attention on curriculum, equipment, organization, etc., he enquires concerning the course of study, the text-books used, the library and laboratory facilities, the plans of organization, the character and methods of discipline, the average size of the graduating classes, the number of graduates attending higher institutions of learning, and the number preparing for such institutions. He does not generally confine his researches merely to the schoolroom but attempts to ascertain the general attitude of the Board of Education, the patrons, and the community. Quite frequently the Inspector delivers a public lecture during his visit, informal addresses to the school being as very common. His visit usually concludes with an examination of the school building — its structure, capacity, heating, lighting, and ventilation. (1)

After due consideration of the impressions formed and records made in the course of the inspectoral visit, the High School Visitor makes his recommendation to the Diploma Schools' Committee, University Council of Administration, or other similar body vested with discretionary power and authority in conferring and withholding the accredited privilege. When a school is rejected, the proper authorities are always furnished with specific reasons for such action. "Some universities, a notably Chicago and Illinois, follow the plan of accrediting by subjects, approving some and disapproving others; while the universities of Michigan, Wisconsin, and Iowa regard the high school as a unit, and accept or reject it as such." (2) Consequently, as a result of the High School Visitor's recommendation, a school may be wholly or partially accepted, or it may be rejected. Graduates from partially accredited schools, who purpose entering higher institutions of learning, must take the examination in those subjects in which their schools are not accredited.

The fact that a school has a place on the accredited list signifies that it offers well-arranged courses of study in the essential subjects of a good secondary education. It further demonstrates that the

(1)C:13, D:5

(2)C:13

school is officered by an adequate staff of competent teachers. The relationship thus established with the university is a guarantee of the school's worth; it is as further a great convenience to students who, subject to the approval of the principal, thus gain access to the university without entrance examinations. For these reasons every constituency where accrediting prevails is desirous of seeing its school on the accredited list.

The possession of a Diploma from an approved high school does not necessarily furnish a passport to the university. In order that a student may enter the university without examination, at least four prerequisite conditions must be fulfilled. These are summarized by Professor Whitney as follows:-

1. The applicant must have received his preparatory training in an accredited high school.
2. The applicant must be a graduate of an accredited high school. The university sets the stamp of disapproval upon non-high school graduates, and will give them no recognition whatever. Only the finished high school product receives consideration.
3. The applicant must present a regulation certificate, furnished by the university, and properly filled out and signed by the superintendent or principal of the high school; this certificate states that he has completed all the work required for entrance to the university, and specifies the branches pursued, number of weeks and of recitations per week devoted to each, text-books used, and the teachers' estimate of his scholarship in the several branches.
4. The applicant must furnish a recommendation from the superintendent, high school principal, or faculty attesting his or their belief in applicant's ability to pursue university work with pleasure and profit to himself and credit to the university. (1)

The check adopted to preclude abuse of the accrediting privilege closely resembles the method pursued in safeguarding the certificate privilege in New England. At the end of the first semester, the records of scholarship obtained by the various students are reported to their respective schools; and the credit or discredit, after making due allowances for change of environment, is charged accordingly. Those conversant with the operation of the system tell us that superin-

tendents and principals, realizing the responsibility as attaching to their recommendations, are prone to exercise conservatism in issuing passports to the university. To verify this statement we need only submit the fact that every year numbers of students, who have been refused diplomas from accredited schools, enter the university by the examination door. Many accredited high schools are now grading their diplomas "A" and "B", the former entitling the holder to a certificate of admission to the university and the latter withholding such privilege. (1)

- Evaluation of the System -

- Merits -

- Relative to the University -

Investigations regarding the standards of scholarship maintained by students who enter college by virtue of a diploma from an accredited high school seem to indicate that the accredited student compares quite favorably with the examination student as regards scholarship. Careful statistics have been compiled by a committee of the faculty of the University of Michigan comparing the standing of students admitted on certificate with the standing of those admitted on examination for the first nine years of the existence of the accrediting system in that University. The records were not traced beyond the freshman year, as college influence tends to obliterate differences in preparatory school training by the expiration of the first year. The results as summarized and tabulated by the committee are as follows:-

Total number of students admitted on certificate:	470
Percentage of scholarship	88.91
Total number of students admitted on examination:	574
Percentage of scholarship	87.23

From the above, a slight balance in favor of the diploma plan of admission appears to have obtained in Michigan University from the inception of the system. In one of the largest colleges offering both means of admission, the standing of freshmen at the end of the first semester was as follows:-

Number admitted	by examination:	112	without exam:	101
" conditioned	"	55	"	30
Percentage "	"	49.1	"	29.7
Number unconditioned	"	57	"	71
Percentage "	"	50.9	"	70.3
No. of conditions imposed	"	168	"	106
Average conditions per student	"	1.5	"	1.05 (2)

(1)C:13 (2)C23

Investigations carried on by Principal Ramsay in seventeen representative colleges disclosed the fact that certificated students led in scholarship three to one, in general mental ability three to one, and in general performance of college duties five to one. In 1901 one hundred and twelve students entered the University of Pennsylvania through the examination door and one hundred by virtue of certificate; at the end of the first semester forty-nine per cent of the examination students were conditioned and only twenty-nine per cent of the certificated students were under such disability. Such statistics as these certainly corroborate the tenet that the accredited student compares quite favorably with the examination candidate as regards scholarship. (1)

It is universally conceded that the accrediting plan operates to secure a permanent constituency for the university. Adoption of the accrediting plan greatly augments the college enrollment; this is the unanimous verdict of high school authorities, university authorities, high school inspectors, students — in fact everyone conversant with the operation of the system. The increased proportion of high school students who go to college in constituencies where accrediting obtains is signally evident upon analyzing some interesting statistics compiled by President MacLean of the University of Iowa. According to his computation, in 1901 only twenty-six per cent of the graduating class of public high schools entered college in the North Atlantic States where the examination system still predominates; while in the North Central States, where accrediting largely prevails, thirty-four per cent of the high school graduates embarked for college. (1)

- Relative to the Secondary School -

The examination system tends to doom the secondary schools to subservieney, while the accrediting privilege is calculated to elevate the secondary schools until they are recognized as supreme in their own field. As the teaching profession becomes continuously filled with better qualified teachers, as the knowledge regarding university standards becomes more widely diffused, as the number of imitable models in the schools themselves increases, the experience gathered in the great secondary schools must of necessity become an increasingly potent factor in the consultations upon secondary education.

The college imparts an invigorating stimulus to the secondary school through the official examiner—
 the concrete personification of college influence,
 .AUTOMATIC ELEVATION OF . SECONDARY SCHOOL STANDARDS. the present positive element which brings university influence into activity and effectiveness. Before a school can be accredited, it must offer all the branches required at the university for admission; these branches must have been pursued for certain periods of time, the minimum of which is specified; it must afford facilities for research in the library and laboratory; and it must have attained a fixed standard of thoroughness, vitality, and spirit of scholarship. These standards are scrutinized by the official Inspector backed by all the influence and authority of a great university. An unfavorable report inevitably throws discredit on the reputation, influence, and prestige of the school. All these influences act as stimuli to keep the applicant or accredited school automatically keyed up to its best. One High School Visitor informs us that "inspectors are frequently requested by superintendents to examine their schools unofficially for the sole purpose of aiding them in marking and bettering their standards." (1)

One of the best features of the accrediting system is that it distinctly enhances the profession of teaching. An increasingly large number of college graduates are finding their way into the schools by virtue of the regulations imposed where accrediting obtains. The broad and cultured university spirit is reaching the schools and stimulating them through the medium of these college graduates acting in the capacity of teachers; and the teaching profession itself, by virtue of this same inoculation of university spirit, is rendered more congenial and therefore more permanent. Of course, this superior enlightenment is bringing in its train greater responsibilities; great secondary schoolmen are now beginning to speak with conceded authority in their own field; and their experience must be expected to obviate a repetition of trials, errors, and corrections which have occurred in building up the best traditions of the past. Under the accrediting system it devolves upon teachers to occupy intelligently the territory which has been so arduously redeemed from debate and experiment.

The tactful High School Visitor or Inspector also exerts a most salutary influence on the teaching corps. After inspection a conference invariably follows;

the merits of the school are commended and the deficiencies exposed. The Inspector explains the methods in vogue in the best high schools, the criteria adopted by the university, and suggests ways and means of improvement. He gives the teachers opportunities to ask for his criticisms, suggestions, and help; and in a kindly, sympathetic manner he gives

..... any needed advice concerning
.INSPECTOR'S BENEFICIAL . organization, methods of dis-
.INFLUENCE ON SECONDARY . cipline, courses of study, li-
.TEACHING CORPS. . brary and laboratory facilities, text-books, and supplies. Again, the official Inspector, with acquaintance co-extensive with the bounds of the State, can be beneficially instrumental in bringing about a rational system of promotion in the teaching profession. The transiency which has so largely hitherto characterized the personnel of the teaching profession has developed a most capricious method of accepting applications on the part of High School Boards. Under the accrediting system this anomaly is being gradually obviated through the instrumentality of the official Inspector.

The Inspector's visit opens the ^{university} door in more ways than one. Repeated visits by the Inspector arouse

..... that characteristic curiosity
.AMBITION TO PURSUE COL- . ty of the student mind. In
.LEGE COURSE AROUSED. . many cases desires are inten-
..... sified and ambitions are stimulated to enter upon a university career. The pupils often ask the Inspector questions concerning the university — expenses of living, opportunities for self-help, methods of securing rooms, registering, etc. In this way many students, whose educational career would otherwise cease at high school graduation, are attracted to the halls of the university.

Boards of Education and communities quite properly demand the highest possible efficiency in their

..... schools. Where accrediting
.STIMULATION OF COMMUNITY'S . prevails, the recognition
.EDUCATIONAL INTEREST. . which the school receives is
..... at the hands of the University or State Department of Education is the criterion by which the efficiency of the school is measured. Serious consideration is given to the advice, opinions, and recommendations of the Inspector; and, when the community has done its part to further local educational interests, it quite naturally looks to the school to produce results commensurate with its outlay. Professor Whitney tells us that "there are few places in Michigan where a superintendent or high school principal can easily maintain his position, if accredited relationship, once established with the university is repudiated on re-examination." (1)

The high school fulfils a double function; its highest function is to serve, in the most adequate manner possible, that major part of its constituency which is limited to the best it can get from the home school; the high school also serves as a preparatory school to the university. Adoption of accredited relationship acts reciprocally on both preparatory school and university; it frees the high school from provincialism, and it forces the university to recognize local conditions and needs. Elasticity in the curriculum is attained, as previously explained, by adoption of a scale of units with constants, options, and a minimum total. Fragmentary, desultory, and discursive programmes of study were once common in California and elsewhere; they were adopted as a result of widespread caprice for extensive adaptation to local conditions and needs; under university supervision and accredited relationship, a beneficial reaction has taken place in favor of concentration, thoroughness, and an insistence on a prescribed number of fundamental subjects. (1) Further, the accrediting plan tends to bring about a more perfect unity of plan and method in the schools of the State in general. The University Bulletins outline the University requirements and give suggestions to schools wishing to better their standards; this inevitably operates to induce a certain unity and uniformity in the curricula of secondary schools and preparatory colleges. Indeed it may be truthfully asserted that, where the accrediting system obtains, the curricula in both university and high school are being continuously adjusted to cope with the exigencies of the various social and industrial activities of a democratic state, ^{at the same time maintaining a} ~~sub~~ ^{optional} substructure of prescribed constants sufficient to substantiate a variety of solid ^{optional} superstructure — much to the mutual benefit of both ~~university~~ ^{university} and secondary school and to the educational welfare of the state as a whole.

The standards of admission set by the university further tend to improve the material equipment of the preparatory school. The recommendations of the university representative often enable superintendents and principals to make requisition for equipment which would otherwise be unattainable. As a result laboratories are better equipped, and better reference libraries are established where accrediting prevails. In building schools the university requires that provision be made for the best possible modern conditions of high school work. (2) Such being the case, it is evident that schools cannot meet the entrance requirements without offering to all pupils better opportuni-

(1)C:16, D:4 (2)C:16, 17

quantities, whether the pupils go to college or not. The extent and rapidity of the improvement depends on the power and authority vested in the supervisory body. In Minnesota this authority is almost absolute by virtue of the right vested in the supervisory body to appropriate all moneys necessary for administration: schools degenerating into inefficiency are given imperative warning to improve, and in default of immediate response to this warning penalization follows in the form of withdrawal of supplementary appropriation; good schools, on the other hand, are encouraged to increase their efficiency by a system of bonuses. In Iowa the authority vested in the supervisory body is merely advisory; improvements invariably follow recommendations, but not with that automatic celerity which is characteristic in Minnesota.

- Relative to Organic State Education -

The accrediting plan is quite in accord with that wave of democracy which now pervades in political life. The accredited relationship in its external and official aspect is one into which the school enters voluntarily; and the relationship may be severed at will. When the needs of the few clash with the needs of the many, the latter are given precedence. Schoolmen are beginning to recognize the accredited relationship as a pull from above stimulating a pupils, teachers, school officers, and patrons to greater and more intelligent educational activity. (1) The champions of the system maintain that "on the whole it is the freest from objections, the most productive, and the most logical of all systems yet devised." (2)

The accrediting system is the only rational method of effecting a unified, organic system of state education. Under this system the secondary schools are brought into vital connection with the university, and thus constitute an integral part of the educational system. For schools in remote, sparsely populated districts, the system provides a bond of union and a centre of life. The average attainment reached by the majority of high schools must constitute the beginning place for the university; it is thus essential that the higher institutions of learning be given every opportunity to cooperate in improving the standard output of the schools below. (3) The university should fulfil a larger obligation towards the secondary schools than simply to set a mark and watch them attain it; the university should al-

(1)C:7 (2)C:13 (3)D:4,5

so show the schools how to attain the standards set, and this function is performed by the High School Visitor. Again, the conferences on subjects of mutual interest between teachers, superintendents, and members of university faculties inevitably result in a much better reciprocal understanding. "Whatever will hold high schools and university most closely related; whatever will increase the knowledge and respect of the one for the other; whatever will remove misunderstandings and make the way easiest for the youth to find his course upward in education: these things we need to conserve. As far as experience goes, the accrediting system ranks first among all such instrumentalities." (1) When it comes to adjustment of the curriculum, selection and treatment of the materials of education, recommendations as to laboratory and library equipment, and the general improvement of the teaching standards in so far as these depend upon a knowledge and application of the principles of educational philosophy and sociology, no more fortunate arrangement can be found for any state than to leave in the hands of the two institutions most directly concerned the mutual and co-operative elaboration of these problems. The imperative need of our modern democratic states is a national system of education consisting of governmental co-ordination and inspection concatenating secondary schools, colleges, and universities so as to provide interstate educational privileges cognate with those that obtain in interstate commercial relations. (2) To accomplish this end, no more effective medium than the accrediting plan has yet been suggested.

- D e m e r i t s -

The old conservative universities which still adhere exclusively to the examination system maintain that the accredited relation-
 that the accredited relation-
 .DETERIORATION OF ADMIS- . ship engenders a tendency to
 .SION REQUIREMENTS. . deterioration in admission
 requirements. Even the dev-
 otees of the accrediting plan admit that without close
 supervision the system might encourage laxity; but they
 maintain that rigorous university or state inspection e-
 liminates this tendency. President Hadley of Yale ex-
 presses the convictions of all these universities which
 still retain the examination when he asserts that the
 anticipation and competition concomitant with the exam-
 ination system incites initiative and energy in both pu-
 pils and teachers and produce standards of scholarship
 unattainable by any other method. (3)

(1)C:16 (2)C:25 (3)C:2

Certain scrutineers of the accrediting system allege that it is lamentably weak in enforcing methods of training and standards of instruction. While it is admitted that under the accrediting plan the university can control courses of study, cause laboratories to be built, regulate and fix the number of teachers to be employed; while the university can attain all this, the system is impotent in enforcing methods of training and standards of instruction. (1) President Butler of Columbia asserts that such systems of inspection as have yet been devised are futile in protecting the colleges against the acceptance of certificates and diplomas from incompetent and inadequately equipped schools. One great danger of the accrediting system as at present administered lies in the possibility of inadequate or eccentric inspection. As the system develops under expert official inspectors, this objection should gradually disappear. The geographical distribution of secondary schools in the newly settled States has also proved a barrier and has been largely responsible for the indictment as to the impotency of the system in this respect.

In the attempt to serve both the university and the local constituency, high schools have inaugurated two courses; this necessitates premature decision on the part of the secondary student as to election of future educational career. The opening of the college year following graduation from the high school is the logical time to settle the question as to the advisability of pursuing a college course. Wherever accredited relationship obtains, the necessity for premature decision is accentuated.

Literary ideals predominate in the university and this tends to bring utility courses into disrepute. College presidents and university authorities maintain that what is best as a preparation for college entrance is also best as a preparation for life; this tenet reversed would more adequately express the truth of the matter. Although the colleges and the universities are slowly yielding to the pressure of modern life from without, their curricula require to be still further modified to meet the varied needs of efficient citizenship. The old ideal, and the ideal still largely extant, is

leisurely to follow intellectual interests with a view to scholarship. The secondary ^{school} is taking its cue from the university under the accrediting system, with the result that secondary students must take college preparatory courses or forego college. A creditable attempt is being made to remove this objection by the ^{recognition} adoption on the part of the university of a system of advanced credits and by increasing the elasticity in the scale of units required for university admission. (1)

The extent of the college entrance requirements precludes thorough teaching. For instance, the four-year Latin course cannot be covered thoroughly by the average student within the ~~as~~ time limited. Again, in many cases, physics especially, the work imposed upon the high schools is too technical to appeal to the needs and interests of the boys and girls in the secondary schools; this makes it doubly hard to teach such subjects. Add to this the fact that where accrediting obtains the high school generally attempts to offer a general training course to those students who do not purpose pursuing college courses, and it will be evident what a state of congestion is thus caused in the high school curriculum where accrediting prevails. Thoroughness, scholarly habits, and maturity of mind are meant to be encouraged by the prescriptions of the university; but the overcrowding and the technical difficulties of the curriculum under such circumstances are frequently conducive to desultory and artificial work. In the words of one authority, "the total result of the present programme of studies is haste in preparation, dissipation of energy and interest, physical strain — or a tendency to negligence of duties and illiteracy." (2)

The accrediting system places the control of the high school outside of itself. It would be better for the high school to develop a strong, independent, self-reliant spirit, with standards and ideals of its own rather than to ape the university. The high school should not look to the college or university to learn its duty; it should ascertain its duty at first hand by investigating problems in its own constituency. The high school should conceive its primary duty to consist in providing courses of instruction that prepare for life and social service in the community; preparation for college under modern conditions should be only a secondary consideration. Domination by the university may have been justified in previous days; then the colleges

were small, the faculties limited, and the curricula restricted. Now all the great universities have preparatory academies; there is consequently no necessity for imposing on the high school. State Superintendent Gary of Wisconsin exposes this university domination over our high schools and suggests a remedy:

* What we ask for is that the university shall release its grip and allow the secondary schools to develop. They ought to be permitted to develop freely from within and not be forced into the Chinese shoe of college entrance requirements. * * * * * I would then have the States of this group develop State Departments with an adequate force of inspection entirely independent of the university, stimulating and encouraging high schools, and bring about such development in them as modern needs and requirements dictate. I do not believe that the State Department should dominate the high schools in the sense of standardizing the course of study and determining from outside just what the high school shall do and what it shall not do. The only graduates of four-year high schools that should not be recommended for college are those who have not shown intellectual interests or who have pursued what may properly be termed trade-school courses." (1)

To sum up, we may say that the high school is not, essentially or primarily, a preparatory academy; it should, therefore, seek to serve, not the university, but its own local constituency in the most faithful, efficient, and intelligent manner possible; and adoption of the accrediting plan under present circumstances makes the fulfillment of this ideal well-nigh impossible.

CONCLUSION

At a meeting of the National Association of State Universities which met in Washington, D.C., in the autumn of 1908, the proposition for discussion was, Can there be a co-ordination of the examining, certificate, and accrediting (including school inspection) systems for admission to college looking toward a common and national administration in the interests of students, colleges, and the preservation of standards? In a broader sense than mere admission to college, the same question is suggested by the investigations we have been pursuing. If we rightly interpret the signs of the times, the universities and colleges are answering this question in the affirmative by proposing to adopt, and actually adopting, a co-ordination of methods. In the intramural administration of many great universities, we find that accrediting is gaining ascendancy as a partial determining factor in the prescribed criteria for promotion and graduation. Co-ordination is also the clarion note in the plans proposed and the ~~actual~~ methods actually employed in effecting a closer articulation between the institutions of higher learning and the secondary schools. Quotation from those who are in a position to speak with authority will frequently be employed in the survey following as being the best means of imparting authentic information at first hand. (1)

INTRAMURAL — Ascendancy of Accrediting as a Partial Determining Factor in Prescribed Criteria for Promotion and Graduation.

The spirit of compromise has ^{even} edged its way into some of the British Universities, notably Edinburgh. "In 1908 the Faculty of Arts initiated proposals with regard to the recognition of class work in certain subjects as exempting, more or less, from the pass M.A. Degree Examinations in these subjects; and these proposals were considered by the Senatus and the University Court. Actually, at the present moment, schemes whereby exemption is granted on the ground of class work in the case of Latin, Mathematics, and Natural Philosophy for the ordinary M.A. Degree have

been approved and are in operation. As regards Latin, students who obtain in the class examinations a certain percentage of marks, rather higher than the pass M.A. percentage, in certain of the books prescribed for the M.A. Degree, are exempted from the Degree Examination in those books. This arrangement makes it possible that the Degree Examination in the remaining prescribed books should be of a more thorough character and should include questions in Literature and History. * * * * *
 As regards Mathematics and Natural Philosophy, according to the scheme now in existence, all students who obtain more than a certain percentage in the Class Examinations in these subjects, which is fixed somewhat higher than the present pass percentage in the M.A. Examinations, are held to have passed the Examination for the Ordinary Degree in these subjects. Arrangements are made in these cases also whereby the Additional Examiner is kept fully cognizant of the standard of the Class work on which exemption is granted, and he has opportunities of seeing the papers done by the students." (1)

The Secretary to the President of Cornell University is of the opinion that the value of any criterion on for promotion and graduation depends entirely on the nature of the work and methods pursued. He endorses the method in vogue at Cornell by virtue of which students are promoted and degrees are granted on the basis both of final examinations and of accreditation by instructors. (2)

Dean Keppel of Columbia University states that in his University "grades are determined ordinarily upon a combination of examination and term standing. In a good many courses, notably those in the technical schools, a high term standing will excuse a man from examination. (3)

Registrar Ball of Johns Hopkins is authority for the statement that in that University "degrees are given on the completion of a required amount of work in each case and by examination. For the B.A. we require three reports of standing each session in each subject of study, and the degree is given on the basis of the standing of four years. For the higher degrees, A.M., and Ph.D., final examinations on the completion of each of the courses offered are sufficient."(4)

(1)E:42 (2)E:18 (3)E:17 (4)E:21

Registrar McConn is our informant as to the methods in vogue in the University of Illinois:

..... "The way
I L L I N O I S "grades" which give our stu-
..... dents their college stand-
ing and credit are reported by the individual in-
structors at the end of each semester. The instructors
base their grades in part on the estimate of class reci-
tations, in part on written work handed in during the se-
mester (theses, reports, etc.), in part on quizzes as
given at intervals during the semester, and in part upon
a final examination. This final examination is given by
the instructor conducting the course, not by a general
university body. The proportionate weight of the final
examination in determining the final grade is fixed by
the head of the department; an attempt is made to equal-
ize the relative weights attached to the final examina-
tion within each of the several colleges of the Univer-
sity." (1)

Dean Vincent of the University of Chicago de-
scribes the practice in his University as follows: "This
..... University issues a certifi-
C H I C A G O cate of standing and grants
..... degrees on the basis of re-
ports from instructors. These reports in turn are based
upon tests and examinations conducted by the instructors
themselves. That is, we have no examining system inde-
pendent of the instructional staff." (2) Professor Par-
ker, also of Chicago University, further elucidates the
system in vogue: "The Bachelors' Degrees are granted in
the University of Chicago upon completion of a certain
number of courses certified by instructors. An instruct-
or usually gives an examination at the end of each ses-
sion. The Masters' and Doctors' Degrees require, in ad-
dition to these course examinations, a thesis and a fin-
al oral examination before a select committee of the fac-
ulty on all work done for the Degree." (3)

Acting President Stanton of Iowa State College
writes in his communication as follows: "The College as
here grants its bachelor degrees on the basis of the ses-
sion marking of instructors. The higher degrees are granted
..... on thesis and examinations. I
IOWA STATE COLLEGE have had very little experi-
..... ence with the examination
method except as it is used by instructors in the regu-
lar work of the term. I believe that the policy of al-
lowing heads of departments to certify the standings of
their students is better than to make a record of each a
entirely dependent upon an examination." (4)

(1)E:13 (2)E:16-a (3)E:16-b (4)E:20

Registrar Pierce of the University of Minnesota goes on record as being of the personal opinion that the accreditation system as
. MINNESOTA . gives a fairer estimate of
..... the student's ability than
does the final examination. Speaking of the University of which he is Registrar, he says: "This University grants certificates of standing, promotion, etc., upon both accreditation of instructors and final examinations, the daily work in the subject being combined with the result of the final examination in the ratio of two to one."
(1)

President McVey of the University of North Dakota deposes evidence as to the system adopted in that institution:" In the profes-
. NORTH DAKOTA . sional schools, particularly
..... law and medicine, the method has always been that of final examinations upon the completion of a subject and also at the time of granting the degree. In the other colleges the method has been that of daily recitation periods, monthly tests, and final examinations in the subject. If the student passed these satisfactorily, in accordance with the general rules under which the instruction is given, he is reported as having passed and marked so on the books of the Registrar." (2)

Dean Hellem of the University of Colorado is the herald of the system in operation in that University: "Practically all our students
. COLORADO . enter the University on certificates from accredited high schools. The President of the University feels that this is thoroughly satisfactory, and greatly preferable to matriculation examinations. x x x x x In the University the credits are given by the instructors in each subject, who generally base their report on both occasional quizzes and regular examinations." (3)

President Mackenzie of Dalhousie thus explains the system in vogue in his University:
. DALHOUSIE . "All our certificates of standing and our degrees are based primarily on examinations; but in making up the marks, the examination is not the only factor; the other factors that enter into the final ^{mark} of a student for his year's work vary in the different departments. What we call term work, consisting of the standing of the student as gauged by recitations, quizzes, problems worked outside of class, short essays, etc., counts as much as fifty per cent in some departments, and lower in others; and some departments do not give any credit for term work at all. There

(1)B:22 (2)B:24 (3)B:15

are two examinations in every course, one at the end of the first term and one at the end of the year. These count forty per cent and sixty per cent respectively. The final paper covers the ground of the whole year, our rule being that at least one-fourth of the questions must be set on the first term's work. My personal feeling in regard to the question of the merits of the two methods (i.e., examining and accrediting) is that a proper combination of accrediting for daily work, themes, problems, etc., with an examination at the end of the course is the best system for our present method of teaching." (1)

Registrar Nicholson of McGill University testifies to a slight inoculation of the accrediting spirit in that institution:

M C G I L L . " Up to two or three years ago, the standing of students was determined entirely by examination; but since then a new scheme has prevailed according to which some credit is allowed for class examinations throughout the session. That is, the class examinations held, say monthly, are allowed to count to the extent of twenty or thirty per cent. according to the subject; so that less stress is laid on the regular examinations at Christmas and at the end of the session. In no case, however, has any credit been given (except, perhaps, in special cases) on the strength of a professor's report, except in so far as this is backed up by regular marks taken in an examination. Personally, I think the opinion of the instructor of students should weigh somewhat in the matter of promotion or classification of students, but such a report would have to be based on examinations from time to time, or daily recitations, or both." (2)

Principal Gordon of Queen's University admits that accrediting is recognized to a certain extent in that University: " At Queen's . Q U E E N ' S . the professors are in the habit of taking into account the term work of their students, as well as the results of examinations, in determining their standing." (3)

Registrar Brebner of the University of Toronto makes reference to a slight recognition of the principle of accrediting in that Uni- . T O R O N T O . versity:

..... " Standing given in this University is granted on the basis of final examinations and upon ranking of the practical work in the languages and on essays assigned throughout the year. In other words, we make use of not exactly crediting, but very much the same as crediting combined with actual examinations." (4)

(1)B:7 (2)B:5 (3)B:2 (4)B:3

Since its foundation McMaster University has employed a combination of the best features of examining and accrediting. The pres-
M c M A S T E R ent criterion for determina-
..... tion of standing is set out in the University Calendar as follows:-

" Standings are determined by a combination of marks assigned for class work with those obtained on the written examinations. The class standing is given for the quality of the work done during the term, and is ascertained by such tests as each professor may deem best. Only those students whose attendance on lectures and whose work during the term has been satisfactory will be eligible to write on the examinations. At least thirty-three per cent. must be obtained upon the written examination in each subject. In some subjects, notice of which will be given at the beginning of each session, the standings are determined wholly by the regular University examinations. In all such cases a certificate of attendance and of satisfactory ~~work~~ classroom work is required before the candidates shall become eligible for examination. In these examinations a minimum standing of forty per cent. is required. The final standing is determined by dividing by two the sum of the class standing and the written examination standing, except in the senior year in Arts and in Theology. In determining ~~the standing~~ the standing in these senior years, the class standing is reckoned as one-third and the written examination standing as two-thirds." (1)

The Universities of the Western Canadian Provinces still adhere almost exclusively to the examination
.....^{test} With slight recognition of
.WEST CANADIAN UNIVERSITIES. accrediting in the form of
..... term theses, and such like. Professor Hardy of the University of Alberta proclaims as the fact that term tests count to a certain extent in ~~as~~ that institution: " The University of Alberta grants ~~as~~ standing and degrees upon the basis of term tests and final examinations combined." There is, however, no recognition of accrediting, as such, even in the University of Alberta. (2)

As a result of our researches it is evident, ~~is~~ therefore, that accrediting, as a partial determining fac-
..... tor in the prescribed criteria
.INFERENCE OF RESEARCHES.. for promotion and graduation,
..... is gaining ascendancy, notably in the United States, and to a lesser degree in Canada and the British Isles; and in all these countries the examination system originally reigned supreme.

(1)D:13,B:4 (2)B:10

EXTRAMURAL — Co-ordination of methods materializing in process of articulating preparatory schools with institutions of higher learning.

Not only in the intramural administration of many great universities, but also in the extramural relationships contracted between the preparatory schools, colleges, and the universities, there is an evident tendency towards compromise and co-ordination of methods. This tendency is apparent in both the theory and practice of this same phase of educational administration.

- Theory -

Principal Ramsay of Fall River High School, although an ardent champion of the old examination system, admits that examinations as .CERTIFICATE DESIRABLE AS. should be supplemented by a .SUPPLEMENTARY TO EXAMINATION TEST. certificate from the headmaster of the school:

" I am not, however, satisfied with the examination as carried out even by Harvard. To it I would add a sort of certificate — not to take the place of but to be combined with it, not by any fixed rule (certainly no rule of the school) but at the discretion of the college in every individual case. Such a certificate should be required for every candidate and should state, under the headmaster's signature, the pupil's work every year in each branch, and the mark he obtained at the end of the year, with the name of the teacher who gave him the mark. It should also state whether or not he is a graduate of the school, and should be accompanied by or should contain an account of the candidate himself in relation, not to scholarship, but to health, character, and general tendencies. Such a certificate should prove highly useful to the college authorities in the settlement of doubtful cases at the examination or in dealing with alleged cases of special nervousness at the examination; and it should be serviceable even in the case of those who have successfully passed the entrance examination. This certificate should state facts, and not opinions, such as the headmaster's belief that the candidate is prepared for college; for while he may have very intelligent convictions on this point, the history of the candidate is quite sufficient for all cases when united with the admission examinations." (1)

President Hadley of the University of Yale, which is still a stronghold of the examination system, has suggested a combination of the examination and diploma plans of admission to college, the combination being based on a classification of collegiate requirements. His first class may be designated "prerequisites for power to go on with collegiate study"; these subjects should be examined by a college examination board. The second class comprises subjects which represent attainments auxiliary to such power to proceed with college work; the examination system should be used in testing these subjects but the examining board might include representatives from the preparatory schools. Thirdly, and finally, come subjects which represent attainments chiefly useful in the general system of education; in these recommendation by certificate might quite properly be adopted. (1)

Philip H. Churchman of Clark College, Worcester, Massachusetts, proposes that examination and diploma should be used as alternative methods of admission. According to his suggestion "the certificate would be watchfully guarded as a gateway open only to candidates whose scholarship could be enthusiastically endorsed by principals of unquestioned independence. The examination would then be held as at present, but it might be made more rigorous and especially adapted in a number of ways to test severely candidates whose fitness had been called in question by their school teachers. But, on the other hand, the entire responsibility for a boy's failure would not be thrown on the principal; he could always reply to an angry parent, "If your son is fit to enter college, he can easily prove that fact by taking the examinations -- I have simply expressed my doubt not my conviction to the contrary." (2)

- P r a c t i c e -

While extramural accreditation of schools as a concomitant of the examination system is most prevalent in the Middle Western and Pacific States of America, it is also recognized to some extent in the Eastern States of America and slightly even in Great Britain. The Universities of Oxford, Cambridge, and London are now practically accrediting certain well-regulated preparatory schools which serve as recruiting grounds for these Universities. Of course, schools enjoying this privilege a

must submit to periodical inspection by the appointees of the Examining Bodies of these Universities. (1)

Commissioner Wheelack of the Education Department for the State of New York congratulates his State upon having the best system .LIBERAL-CONSERVATISM IN . extant. He substantiates his THE NEW YORK STATE DE- . his eulogy of the New York .PARTMENT OF EDUCATION. . State system by reference to Cornell's report for 1896 where it was shown that students admitted on examination conducted by the New York State Education Department stood first, those admitted on certificates stood second, and those admitted on examination conducted by the University itself stood third. The gist of his eulogy can easily be deduced from the following excerpt:-

" The ideal system is the one that combines the three features of inspection of the school, certification of the teacher, and examination of the student. These three features are all combined in the system carried on by the University of the State of New York. The High Schools of the State are all regularly inspected by officers of the University. Before a student in such a school can be admitted to one of the State examinations, the principal of the school must certify that the student has done satisfactory in a subject for an adequate length of time, which time is distinctly specified for the different subjects. A student must then pass a written examination and his paper must be reviewed at the Educational Department in Albany before it is finally accepted. This is a system that seems to me to approximate as nearly to perfection as possible. The administration of this system is in the hands of a Board appointed by the Regents of the University on the nomination of the Commissioner of Education. This Board contains an equal number of representatives from the High Schools and from the Colleges of the State. The Board fixes the general scheme of examinations and determines general policies and also appoints the committees that prepare the question papers in the written examinations. Each of these question committees has one representative of a College, one representative of a High School, and one representative of the Educational Department; thus in the Board and in the question committees, the interests of the College and the interests of the High School are all conserved. The College member of the committee is supposed to insist on a standard that shall be satisfactory for admission to College; the High School member of the Committee will naturally view the question paper from the standpoint of its effect in the High School and the possibility of attainment by a High School student." (2)

(1)D:7 (2)B:25

President Butler of Columbia University feels that the examination system, left to itself, engenders
 too much dependence on
 .EXAMINING SYSTEM WITH AN . machinery, formulas, rules,
 .ACCREDITING REVISING COM- . and routine. The human el-
 .MITTEE IN VOGUE AT COLUMBIA. ement should not be disre-
garded in transferring stu-
 dents from the preparatory school to the university. Ex-
 amination becomes an end in itself, when all is staked
 on the final test. At Columbia there is a Committee on
 Undergraduate Admission which has jurisdiction over all
 questions relating to the admission of prospective under-
 graduates. The chairman of this Committee devotes his
 whole time to the executive work devolving upon the com-
 mittee. The chairman inspects the recruiting schools of
 the University, and forms personal acquaintances with the
 principals and classroom teachers of these schools. A
 record of the term work of each pupil is carefully kept
 in all these schools; and the Committee weighs both exam-
 ination results and class standing in rating candidates
 for admission. In doubtful cases the chairman person-
 ally interviews the candidate in question, forms opinions
 of his personality and attainments, and advises the Com-
 mittee to accept or reject accordingly. Thus, in Colum-
 bia University there is virtually an examining system as
 which is subject to the recommendations of an accredit-
 ing revising committee. (1)

Any doubt as to the possibility of local co-
 ordination of the examination, certificate, and accredi-
 tation systems is dis-
 .PRACTICABILITY OF CO-ORDIN---. pelled by the fact that
 .ATION OF METHODS DEMON- . co-ordination is already
 .STRATED AT CORNELL. . an accomplished fact in
 some of the largest edu-
 cational institutions. Cornell University serves as an
 illustration of this fact as appears by President Schur-
 man's report for 1904-5:-

" In the year 1904-5 the number of matriculants presenting certificates in satisfaction of the entrance requirements was 317, and the number of schools they represented was 154. It is sometimes alleged that the scholarship of students admitted on certificate is lower than that of students who are required to pass examinations. But the experience of Cornell does not support this contention. And, consequently, the faculty sees no reasons for disturbing an arrangement which, as Dean Crane points out, is convenient both for the schools and the University. Nevertheless, Cornell has from the first co-operated with the College Entrance Examination Board; and many of its matriculants enter by way of the Board's examinations. Thus, of 1617

taking the Board's examinations in 1904, not less than 251 announced their intention to enter Cornell University. A third avenue to the University is the Regents' diploma for New York State students; and with this credential 230 matriculated in 1904-5. There remains the method of entrance by examinations at the University which are now given only in september, and of this method 27 availed themselves in 1904-5. The remaining members of the freshman class were admitted on credentials from other universities and colleges, or on medical students' certificates." (1)

The State Universities of the Middle Western and Pacific States, where the accrediting system is con-
..... spicuously predominant, have
.MOST COMPLETE REALIZATION. not, by any means, totally
.IN THE MIDDLE WESTERN AND. discarded the examination
.PACIFIC STATES. . system. Students from non-
..... accredited schools still en-
ter all these universities through the examination door. Examinations of the State Departments of Education, of sister colleges and universities, and of reputable examining bodies are also recognized pro tanto by all universities which have subscribed to the accrediting system. In fact, President MacLean, of the University of Iowa, has made bold to assert that, with the exception of three prominent institutions -- Harvard, Yale, and Princeton-- the Americans have already arrived at a practical co-or-
dination of the examining, certificate, and accrediting systems. (2)

(1)C:22 (2)C:25

- A F T E R M A T H -

Champions of both the accrediting and examining systems are unanimous as to the inestimable value of examinations. In our own
.NECESSITY OF RETENTION OF. Canadian West, the exigencies
.EXTERNAL EXAMINATIONS FOR. of the time seem to indicate
.SECONDARY SCHOOLS PENDING. the necessity of at least
.COUNTRY'S PIONEER DAYS. . temporary retention of ex-
..... ternal examinations for both
admission to college and for non-professional teachers' certificates. These examinations cannot be abolished without menace to the educational community until a norm of secondary instruction is established. Satisfactory administration of the accrediting system is possible only under conditions of mature educational development. While a country is young and educational facilities incomplete, the examining system is the best system yet devised for keeping weak schools up to the mark. Dean Russell aptly presents the problem from the standpoint of the institutions of higher learning: "Before examination by college authorities can be dispensed with, the American public must see to it that the high school course is really good, and that the teachers in point of character, scholarship, and professional ability are really worthy of the positions they occupy, and of the hire they ought to have." (1)

Every conceivable system has its merits and demerits. It devolves upon educationists of every ageto select the best from all
.ADJUSTMENT TO ENVIRONMENT .systems and to adapt extant
.IN EVERY AGE PROPERLY .systems to the social, polit-
.VESTED IN DISCRETION OF .ical, industrial, and econom-
.CONTEMPORARY EDUCATIONISTS.ic environment of the times.
.....After our cursory survey, it is surely evident that the means of selecting students for continued education are well deserving of close scientific study; and, further, that subserviency to the personal convenience of school principals, college faculties, or the like, must not predominate. Those interested in the cause of education and its promotion should apply scientific methods in evolving satisfactory criteria for promotion and graduation — methods on a par with those adopted in furtherance of the special sciences. Dictation as to the most feasible method or combinations of methods to be adopted in any age should originate from out the experience and consensus of opinion of authorita-

tive contemporary educationists. "That we are living in an age of tremendous educational mutability is a fact, and a fact moreover upon which future generations will have reason to congratulate themselves even if we have not. To-day's uncertainty makes to-morrow's certainty; and no small bequest to our children's children will be the solution of some of the educational problems of to-day." (1)

(1)C:21,23

- F I N I S -

- APPENDICES -

APPENDIX 'A'

- Gist of Circular Letter -

To Presidents, Registrars, Deans, etc.,:

Gentlemen:

I am submitting a Thesis to one of the institutions of higher learning in our Canadian West on a controversial subject in educational circles; viz., "The Relative Merits of the Examining and of the Accrediting Systems." On account of the recency of the introduction of the accrediting system, a bibliography relative to the subject is not yet available. Consequently, I am sending out this circular letter to the leading educational institutions of Canada, United States, Great Britain, South Africa, Australasia, France, Germany, Switzerland, and Japan with intent to ascertain the consensus of opinion of representative educationists in these countries.

I shall be pleased to receive information on each of the several items in the subjoined questionnaire:

(1) Does your Institution grant certificates of standing, degrees, etc., on the basis of final examinations, or upon accreditation of preceptors, or upon both criteria? Is accrediting sanctioned in any way?

(2) What is your personal opinion regarding the relative merits of the two antithetical systems as passports to promotion and graduation.

(3) Has this controversy ever been investigated by any committee, council, board, or the like connected with your Institution? If so, what was the gist of the findings?

(4) Can you send me any magazine articles, blue-books, or the like bearing upon the controversy? Or can you furnish me with definite references in educational magazines, journals, blue-books, pedagogical authorities, encyclopaedias, etc., which might be accessible in local public educational libraries? In case the recommended publications are not available here, kindly send Vol. and No. of all magazines, journals, blue-books, etc., and titles of all books, as well as the name and address of the Company issuing the publication in every instance.

(5) Can you put me into communication with any Information Bureau, Inquiry Department, University Extension Lyceum, or such like which might aid me in accumulating information on this subject?

Any suggestions on your part will be gratefully received.

Thanking you in anticipation of an early response, I am,

Very respectfully,

Yours for amelioration of education,

A P P E N D I X 'B'

MAILING LIST OF CIRCULAR LETTER
accompanied by
Names and Official Designations of Correspondents

C A N A D A

1. Ottawa University, Ottawa, Ontario: Response by Jas. P. Fallon, Registrar.
2. Queen's University, Kingston, Ontario: Response by a Daniel M. Gordon, Principal.
3. Toronto University, Toronto, Ontario: Response by Jas. Erebner, Registrar.
4. McMaster University, Toronto, Ontario: Response by Elven J. Bengough, Registrar.
5. McGill University, Montreal, Quebec: Response by J. A. Nicholson, Registrar.
6. Mt. Allison University, Sackville, New Brunswick: No response.
7. Dalhousie University, Halifax, Nova Scotia: Responses by A. Stanley Mackenzie, President.
8. University of Manitoba, Winnipeg, Manitoba: Responses by W. J. Spence, Registrar.
9. University of Saskatchewan, Saskatoon, Saskatchewan: Response by Walter G. Murray, President.
10. University of Alberta, Strathcona, Alberta: Response by William H. Alexander, Professor of Classics.
11. McGill University of British Columbia, Vancouver, B.C. Response by Lemuel Robertson, Registrar.

U N I T E D S T A T E S

12. University of Michigan, Ann Arbor, Michigan: Two responses,-
 - (1) John G. Reed, Dean of the Department of Literature, Science, and Arts.
 - (2) A. S. Whitney, Professor of Education.
13. University of Illinois, Urbana, Illinois: Response a by G. M. McCann, Registrar.
14. University of California, Berkeley, California: Response by Leon J. Richardson, Prof. of Latin.
15. University of Colorado, Boulder, Colorado: Response by Fred E. B. Hellems, Dean of the College of Liberal Arts.
16. University of Chicago, Chicago, Illinois: Two responses by,-
 - (1) Geo. E. Vincent, Dean of the Faculties of Arts, Literature, and Science.
 - (2) S. Chester Parker, Associate Professor of Education.

17. University of Columbia, New York City, N. Y. : Response by Frederick P. Keppel, Dean.
18. Cornell University, Ithaca, N.Y. : Response by F. C. Edwards, President's Secretary.
19. Harvard University, Cambridge, Massachusetts: Response by J. G. Hart, Secretary of the Faculty of Arts and Sciences.
20. State University of Iowa, Ames, Iowa: Response by E. W. Stanton, Acting President.
21. Johns Hopkins University, Baltimore, Maryland: Response by F. R. Ball, Registrar.
22. University of Minnesota, Minneapolis, Minnesota: Response by E. E. Pierce, Registrar.
23. State of New York Education Department, Albany, N.Y. Response by Charles F. Wheelack, 2nd Assistant Commissioner of Education.
24. University of North Dakota, Grand Forks, North Dakota: Response by Frank L. McVey, President.
25. Northwestern University, Evanston, Illinois: Response by Thos. Holgate, Dean of the College of Liberal Arts.
26. University of Pennsylvania, Philadelphia, Pa.: Response by George Egbert Fisher, Dean.
27. Yale University, New Haven, Connecticut: Response from Secretary's Office.
28. Department of Interior -- Bureau of Education: Washington, D.C.: Response by Lovick Pierce, Acting Chief Clerk.
29. Washington University, St. Louis, Missouri: No response.
30. University of Princeton, Princeton, New Jersey: Response by Charles H. Jones, Registrar.
31. Angelus University, Los Angeles, California: Response by E. H. Glusen, Registrar.
32. University of Wisconsin, Madison, Wisconsin: Response by Almere L. Scott, Assistant in the University Extension Division.
33. University of Indiana, Bloomington, Indiana: Response by Professor E. O. Holland.
34. University of Nebraska, Lincoln, Nebraska: Response by E. M. Rautledge, Assistant Registrar.
35. Editor of "The American College", 1 Liberty St., New York City, N.Y.: No response.
36. The Dean, Teachers' College, Columbia University, New York City, N.Y.: Response by Harriet Hawley, a Secretary to the Dean.

G R E A T B R I T A I N

37. Cambridge University, Cambridge, England: No response.
38. University of London, South Kensington, S.W., London, England: Response by Academic Registrar.

39. College of Preceptors, Bloomsbury Square, W.C., London, England: Response by G. R. Hodgson, Secretary.
40. Oxford University, Oxford, England: Response by G. Lendesdorf, registrar.
41. Victoria University of Manchester, Manchester, England: Response by Maud V. Vernar, Secretary to the Registrar.
42. University of Edinburgh, Edinburgh, Scotland: Response by L. G. Grant, Sec. Sen. Academic.
43. Committee of Educational Inquiry and Research, University College, Bristol, England: No response.

SOUTH AFRICA

44. University of Cape of Good Hope, Cape Town, South Africa: No response.

AUSTRALASIA

45. University of New Zealand, Wellington, New Zealand: No response.
46. University of Tasmania, Tasmania: No response.

FRANCE

47. University de Paris, Rue des Ecoles, Paris, France: No response.

GERMANY

48. E. Merck, Darmstadt, Germany: Response per B. Offenbühn.
49. University of Berlin, Berlin, Germany: Response enclosing pamphlet of information for foreigners.
50. University of Leipzig, Leipzig, Germany: No response.

SWITZERLAND

51. University of Geneva, Geneva, Switzerland: University Calendar received.

JAPAN

52. Imperial University of Japan, Kyoto, Japan: University Calendar received.

APPENDIX 'C'

MAGAZINE ARTICLES

RENTED FROM

THE CUMULATIVE REFERENCE LIBRARY

(N.B. Above Library is under management of The H. W. Wilson Co., 1401 University Avenue, S.E., Minneapolis, Minnesota, U.S.A.)

1. The Influence of Examinations — Edgar H. Nichols (Cambridge, Mass.). Educational Review: Vol. 21, No. 5: 444-453. May, 1900.
2. The Use and Control of Examinations. Arthur T. Hadley, President (Yale University). Educational Review. p Vol. 21, No. 3: 286-300, March, 1901.
College Entrance Examination Board of the Middle States and Maryland.— H. M. Butler, Secretary. Educational Review. Vol. 22, No. 10: 364-96. October, 1901.
4. A New Method of Admission to College— D. G. S. Lowell (New Dorchester, Mass.) Educational Review. Vol. 24, No. 11: 338-45. November, 1902.
5. A Comparison of College Entrance Examinations — Ed. J. Goodwin, Morris High School, New York. Educational Review. Vol. 29, No. 12: 440-56. December, 1903.
6. A Partial Substitute for Examinations — Theodore W. Richards, Harvard University. Educational Review: Vol. 36, No. 11: 404-406. November, 1908.
7. School Reforms in Germany — Professor Friedrich Paulsen, University of Berlin. Educational Review: Vol. 36, No. 10: 321-4. October, 1908.
8. College Entrance Examinations — Abraham Flexner, as Louisville, Ky. Popular Science Monthly: Vol. 63, No. 5: 53-60. May, 1905.
9. Comments on 'The Sacrifice of Education' — Professors F. Max Müller and Ed. A. Freeman (Oxford). Popular Science Monthly: Vol. 34, No. 2: 538-48. February, 1889.
10. Proceedings of the New England Association of Colleges and Preparatory Schools:
 - (a) Conflicting Views regarding Entrance Examinations — A. T. Hadley, President, Yale University. School Review: (See below)
 - (b) Report on Admission to College on Certificate and by Examination — Chas. C. Ramsay, Principal, S.M.C. Durfee High School, Fall River. SCHOOL Review. Vol. 8, No. 13: 585-611. December, 1900.
11. Report of the Committee on Admission Examinations by a Joint Examining Board (New England Association of Colleges and Preparatory Schools) — Dr. Hill. School Review: Vol. 9, No. 12: 613-35. December, 1901.
12. The Educational Value of Examinations for Admission to College — Jas. E. Russell, Teachers' College, Columbia University, New York City, N.Y. School Review. Vol. 7

11. No.1: 42-54. January, 1903.
13. Methods in Use of Accrediting Schools — A. S. Whitney, University of Michigan. School Review: Vol.11, No. 3: 136-48. February, 1903.
14. The Final Examinations, or Examinations of Maturity, at the German Gymnasium and the Real-Gymnasium — Oscar Thiergen, Dresden, Germany. School Review: Vol.11, No.11: 731-6. November, 1903.
15. Should the High School Diploma Admit to College? — Wm. T. Foster, Prof. of English, Bowdoin College, Brunswick, Maine. Education: Vol.26, No.12: 203-208. December, 1905.
16. Some Results from the Accrediting of High Schools by State Universities — H. A. Hollister, High School Visitor, University of Illinois, Urbana. Education: Vol. 29, No.11: 133-9. November, 1905.
17. What is the effect of the System of Accrediting High Schools by the Universities upon the High School and its Development — John F. Brown, Inspector of Schools, State University of Iowa, School Review: Vol.12, No.4: 290-307. April, 1904.
18. Proposed Changes in the Accrediting of High Schools — C. P. Cary, State Superintendent, Madison, Wisconsin. School Review: Vol.17, No.4: 233-9. April, 1909.
19. Is the Present Mode of Granting Certificate-Rights to Preparatory Schools Satisfactory? — Nathaniel Davis, (Brown University). School Review: Vol.18, No.2: 145-152. February, 1907.
20. Some Experiences in Connection with the College Entrance Examination Board — Dr. Gallagher et al. School Review: Vol.13, No.12: 832-4. December, 1905.
21. An Empirical Study of College Entrance Examinations — Ed. L. Thorndike, Teachers' College, Columbia University, New York City. Science: Vol.23, No.6: 533-45. June, 1906.
22. The Conditions of Admission to College — George E. MacLean, President, State University of Iowa: Science: Vol.23, No.4: 645-50. April, 1906.
23. Should Entrance to College be through the Examination of the School or the Pupil? — Ed. G. Dexter, Professor of Education, University of Illinois. National Education Association: 494-99, 1902.
24. Report of Commission on Accredited Schools — Geo. E. Carman, Director of Lewis Institute, Chicago. National Educational Association: 500-506, 1902.
25. Which is Better: The Western Plan of Admitting Students to Colleges and Universities by Certificates from Duly Inspected Secondary Schools, or the Eastern Method of Admitting only by Examinations conducted by Representative Boards or otherwise? — Geo. E. MacLean, President, State University of Iowa. National Education Association: 501-13, 1905.

26. Certificates or Examinations for College Entrance — Philip H. Churchman, Clark College, Worcester, Mass. Nation: Vol.88:194. February 25, 1909.
27. A Proposed Plan of College Entrance Examinations — Elizabeth F. Johnson, Bryn Mawr, Pa. Nation: Vol.88:111, February, 4, 1909.
28. The Certificate System: Letter to Editor from Correspondent at Providence. Nation: Vol.76: 248, Mar.26, 1903.
29. A New Method of Admission to College.— Nicholas Murray Butler, President, Columbia University, New York City. Educational Review: ~~XXXXXXXXXXXXXXX~~ Vol.38: 160-172. September, 1909.
30. Five Years of the College Entrance Examination Board— Wilson Farrand, Newark Academy, Newark, N.J. Educational Review: Vol.30: 217-30. October, 1907.
31. The Future of the College Entrance Examination Board — E^d. L. Thorndike, Teachers' College, Columbia University, New York City. Educational Review: Vol.31: 470-83 May, 1906.
32. Credit for Quality in the Secondary Schools — W.B. Secor, State Normal and Model School, Trenton, New Jersey. Educational review: Vol.35: 466-80. May, 1908.

APPENDIX 'D'

MISCELLANEOUS HELPS CONSULTED

1. Report of the Commission on Accredited Schools and Colleges of the North Central Association of Colleges and Secondary Schools — 1910.
2. High School Manual— University of Illinois Bulletin: Vol.VI, No.37. 1909-10.
3. The Relation of the University(of California) to Secondary Schools — Frederick Slate. The University Chronicle: Vol.1, No.6. 1899.
4. The Accrediting of Secondary Schools (California) The University Chronicle: Vol.1, No.6. 1899.
5. The University of California and the Accrediting of Secondary Schools — Leon J. Richardson, Professor of Latin, University of California. School Review: Vol.10, No.8: 615-19. October, 1902.
6. The Educational Times and Journal of the College of Preceptors. (London, England) Vol.58, New Series No.525— 'A System of School Certificates' : pp 25-26.
7. The Calendar: 1910-11. University of London, London, Eng.
8. Regulations and Courses for Internal Students — 1910. University of London, London, England.
9. Regulations for External Students — 1910. University of London, London, England.
10. Prospectus of the Faculties of Arts and Science:1910-1911. University of Manchester, Manchester, England.
11. Columbia College Announcement: 1910-1911.
12. A New System of Honor Courses in Columbia — Henry B. Mitchell. Educational Review: 217-28. October, 1910.
13. McMaster University Calendar: 1910-11.
14. Affiliation with McMaster University. The Quill (Brandon College) Vol.1, No.1: 5-6, Christmas Number, 1910.
15. McGill University Calendar: 1910-11.
16. The Collegiate Instruction of The Johns Hopkins University: 1910.
17. Bulletins and Circulars of Information, University of Chicago. Vol.X, No.3. April, 1910.
18. Bibliographies of Education: 1907, 1908, and 1909. United States Bureau of Education, Washington, D.C.
19. School Management — ~~XXXXXXXX~~ Tompkins: pp 189-193.
20. Talks to Teachers on Psychology — Professor William James: pp 129 and 137.