

lone are any better criteria. The classics at least had the virtue of requiring some degree of scholarship for their mastery.

A teacher often wonders what motive has pushed some of his students into his classes. The listless classroom attitude, the failure to show any initiative in study, the lack of grasp of reiterated essentials of the subject matter, the childish and flatulent answers to examination questions—all these evidences of ineffectiveness may often be explained by the misplaced emphasis on the point, the semester hour, the credit.

Of course it is not all the fault of the student. Rating boards, State boards setting the requirements for teachers, graduate schools establishing entrance requirements, and professional

schools have helped to establish the point system. Of course units of measurement are necessary, and uniform standards have their utility; but no one has demonstrated that standardization guarantees interest, thoroughness, or scholarship

A teacher's idea of Paradise is not a school where all the students have an IQ of 150. Rather, he dreams of a place where students who are willing to work will be pursuing those subjects in which they are interested by inclination and ability. In that blest elime examinations, if any, will be a pleasure instead of nightmare to both student and teacher, and any reference to points, credits, for semester hours will be penalized by casting offender into outer darkness.

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