

deal with the completed blocks and thereby give him the feeling that he is a real constructor, rather than a subordinate laborer perpetually engrossed with details.

From what has been mentioned above it seems that aside from all other considerations, the psychic principles involved are sufficient to give examinations a place in methods of preparation for life and when examinations are judiciously employed so that they become an effectual means of education, they become indispensable.

Admitting then that they are necessary, let us determine what their character should be. This will be learned from the deductions from the above data. These deductions will be merely enumerated without showing the intermediate steps of deduction or even the particular data used.

In the first place there should be no external examinations that would interfere with the methods of teaching or dictate the curriculum. This of course means that schools, as primary, grammar and secondary schools, be completed units designed for giving the individual a completed culture for the period to which the school corresponds.

Then (a) the examinations should be designed to give coherence and perspective to the work covered, (b) no more significance should be attached to examinations than that of revealing a conception of the work covered, (c) examination papers should be reviewed that the pupils learn the cause of their failure or success, (d) the teacher should point out to the pupils their weakness in time for preparation for the examination, and (e) the examination should be adapted to the students as well as to the subject.

The excuse for deviating to mention these few deductions, is that they are necessary characteristics of an examination that is calculated to preserve the normal mental operation of the student.

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