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SOME PSYCHOLOGICAL ASPECTS OF  
EXAMINATION

This paper is intended briefly to set forth a few of the principles which underlie examinations by giving some of the reflex results of examination upon teaching and upon the pupil.

At the outset the relation of examinations to education should be understood once for all. For the most part serious mistakes can be avoided by ascertaining and keeping in mind the real purpose for which examinations are given throughout a course of instruction.

This relation and purpose can best be understood by getting a comprehensive insight into man's universal method of doing things. Indirectness characterizes it throughout. The history of the progress of the race is one grand chronicle of man's ingenious devices wrought as a means to an end. And nations which are aggregates of individuals have their ideals which they must and do attain in an indirect manner. One of the means that modern nations recognize as wholly legitimate, noble and effectual is education. But as these countries vary in their economical, social, and industrial condition and in their relative strengths and needs, education must for each give a slightly different service. So that in the emulation of nations education acquires diverse meanings as it tries