

means of efficient culture, do not interfere with the periods of development in the school but on the other hand, they can help in attaining thoroughness. But the examinations that are ends or the so called external examinations are not calculated to assist in this proper development and on the contrary positively work detrimentally to the student's general culture. External examinations are given too much in the United States, but not so extensively as in England and France. In the period of childhood a considerable harm is done in England where honors, prizes, scholarships and government grants are the reward for successfully passing examinations. The charge against England in the past does not hold so true today, but external examinations have been extensive there and Sharpless\* says they have caused a great deal of evil. The government has followed the policy of "payment by results" in which they aid a school in proportion to the number of students who pass certain examinations given by some other institution or some outside authorities. The teachers are anxious to get as much government aid for their school as possible and therefore they try to get as many students as possible ready for these examinations. This is alright, so far but no further. The teachers ascertain what subjects are required in the examination, usually these are the formalistic ones; but whatever they are, they furnish thenceforth the chief part of the curriculum. They and they alone are emphasized and all other subjects which may and often do include the very things necessary to develop spontaneity, originality and the imaginative powers, are neglected, more than this the physical, moral and aesthetic side which mean so much to the childhood and youth, are neglected. But worst of all, the teachers instead of trying to make of every pupil a fair average student, neglect the dullest ones and favor and give chief attention to the bright ones, hoping thereby to make with the latter, increased reputation for the school. The teaching too, becomes bad and adapted only to

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\* Eng. Educ. Chs. II, IV.