

tions become a part of the self to be examined; hence the struggle for the survival.

Prominent on the emotional side of examination experience is Hope and Fear.

A secondary fear or self-fear sometimes occurs. This fear is doubt of one's ability to execute what he in ordinary circumstances is capable of doing. It is like stage fright. It is characterized in extreme cases by high nervous tension, multiple ideas crowding into consciousness, ideas becoming fleeting and spectral, accompanied by dizziness and when over, followed by fatigue.

The chief causes of this are inexperience and too much anticipation in regard to the result, too little self-control under critical situations and a preparation not adapted to the character of the examination.

As to the more intellectual feelings it is found that students who are accustomed to examinations being given for the purpose of both detecting weakness in their knowledge of subjects and also compelling active attention to the subject matter which they may have in lectures or otherwise received in a state of 'wise passiveness,' testify that the examinations give them a unified conception of the work covered so that they bring out in perspective the related parts.

Students say in the second place that examinations make them study the work more intensively. Knowing that they are to give an account of their knowledge of a subject at some subsequent time, they arrange the abundant detail or illustration in coherent logical order and by this very act of systematizing for the purpose of retention, derive a lasting benefit. There is a third important characteristic of examinations. Students say that examinations make the work seem real by giving the feeling of something accomplished. This statement is true with respect to examinations when they are given considerately and for the good of the student. Such examinations block out the work of a course into its natural divisions and give the student occasion to