

has scored a higher mark by answering, though in an imperfect manner, a greater number of questions. This should be set right at once by the addition of a few marks for general ability.

In mathematics it is not difficult for a student to obtain the full number of marks. But in other subjects this can rarely or ever be attained. In most subjects I should regard as a good paper that which obtained three-quarters, and as a fair or passable paper that which received half of the marks.

Before marking any papers it is well to read over one or two of the good ones and one or two likely to be indifferent, and thus fix a standard with which it will be fair for you to mark the answers one by one. In examining for any prize it is needful to give the papers a second reading, comparing not only paper with paper but answer with answer.

In an examination mere absence of knowledge ought not to be counted as a fault, but pretentious ignorance, which makes blunders and puts them forward as knowledge, which indulges in grand and vague statements carefully constructed to conceal the lack of information, should have marks deducted. So should an inflated style, bad spelling, or the use of words not understood. But blunders that are the result of bewilderment and not of ignorance should not be punished as a fault.

Even in class work the course of oral answering may sometimes be advantageously replaced by an immediate answer in writing from all the students, and its value may be estimated by the plan of mutual correction in a numerical form. But in ordinary oral questioning I would not resort to numbers but use such symbols as *Excellent*, *Good*, *Fair*, *Moderate*, which are better fitted to describe general impressions.

And now the most important thing remains to be said. Be sure that what your scholar studies for the examination is the best for him to learn. Watch how its anticipation tells upon his methods of study, his sense of honour, his love of truth. Determine that whatever happens, you will not pay too heavy a price for success at examinations. Discountenance resolutely all tricks, all special study of past papers, or of idiosyncracies of examiners, and all speculations as to what it will and will not "pay" to learn. In their proper place examinations have done great service to education, and are capable of doing yet more. But, that this may be so, let us make sure that for us, and for our pupils, success in examinations shall not be regarded as an end but as a means towards the higher aim of real culture, self-knowledge and thoughtfulness. And let us keep in mind the old sound maxim: "Take care of everything but the examination, and let the examination take care of itself."

"In order to understand," says Mr. Palmer, in his new translation of the Koran, "the immense influence which the Qur'ân (Koran) has always exercised upon the Arab mind, it is necessary to remember that it consists not merely of the enthusiastic utterances of an individual, but of the popular sayings, choice pieces of eloquence, and favourite legends current among the desert tribes for

ages before Mohammed's time. . . . Judged, then, by the standard which we apply to other creeds, Mohammed's religion stands forth as something strikingly new and original, since it sets before his countrymen, for the first time, the grand conception of one God, which was, as he asserted, the faith of their father Abraham, but which their fetishism had so long obscured."