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## FAIRNESS OF EXAMINATIONS

The fairness of examinations is based on their nature, purpose and results. Exams are not only fair, but they are wise and good.

By the very word "examine" itself one may understand their nature. They are the judges of our knowledge, the evaluators of our attainments, and the testers of our ability. Their very nature makes them fair in that they expose us to no different situation than we are exposed to in every day life. As children, we were judged by our parents for our actions which are indicative of our thoughts. Whether or not we made the high school varsity was left to the evaluation of our athletic accomplishments by the coach. Even when we were confronted with that interview for the secretarial job, the employer tested our ability to type and take dictation. If then, in real life we are faced constantly with identical circumstances, it is not unfair to demand an accounting of our knowledge in the field of education.

It is not only fair to examine on the basis that common life experiences correspond to this process, but it is wise to do so on the basis of the illuminating value of examinations. It is necessary that we know where we are in relation to our scholastic pursuits. Sometimes our very success depends on this. By exams I mean some method by which is revealed to us our status in relation to what is required of us, and what is possible for us. The wisdom of the examining procedure is axiomatic. If we know where we are and where we should be, then we are more likely to attain to the position where we would like to be. Without this a student may think himself inferior while he is not, and even more dangerously, he may think himself superior while he is failing.

Lastly, examinations result in good, wholesome, and healthy motivations. Competition is often considered the rule of life. If this is not true, then it is at least a very prominent rule of life. Consequently, to know our relation to a goal and/or to others seeking that goal is a wholesome form of extrinsic motivation. It is American to want to keep up with the Jones'. This all prevailing cultural trait may as well be utilized as both ends against the middle, for our own educational good. We know that we can do as well as Tom, Bob or Harry. If they should get better markers, then all we need to do is study a little more to pass them with an air of ease. We all seem fairly confident of this. Then examinations do have a good result in giving us more inititive.

In conclusion, we might say that the fairness of examinations manifest not only by their nature but by the revealtory wisdom they offer and the wholesome motivation they provide.

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