

Principal Rounds, of Farmington, declared that much of the marking is sheer nonsense, besides being a great burden to good teachers. He added that he had given up trying to find out a pupil's knowledge by searching examinations. He held brief examinations at unexpected times. Recitations, he added, cannot be judged so minutely as by tenths without interfering with the instruction. He thought that conduct should be taken into account in marking, because teachers undertake to do something more in teaching than merely to make scholars—they strive to mould character. W. J. Corthell, of Gorham Normal School, would, he said, give more for the judgment of the teacher at the close of the term than for any system of marking; he would promote scholars upon the individual opinion of their teachers that they were able to do the work of the higher grade. Marking, he thought, an unhealthy stimulant.—*Ex.*

THE following pithy paragraph from the *Canada Presbyterian* has several points which furnish wholesome food for reflection touching a current question on this continent:

"A fierce light beats on the school question from the gloomy walls of Kingston Penitentiary. A visitor who sees the seven hundred convicts march past instinctively exclaims: 'Oh, what a number of boys and very young men!' Yes, there they are, scores of them, about twenty years of age—many below that age. Did the State do its whole duty to these youths when it taught them the three R's in its schools, but said nothing to them there or anywhere else about the consequences of wrong-doing? Dare any one say that if the schoolmaster had enforced the truth, 'Be sure your sin will find you out,' as frequently and as fully as he explained problems in arithmetic and algebra, that all these boys would be wearing a convict's garb? The law practically excludes from our schools the book which says, 'Thou shalt not kill,' and then hangs the man who kills! That may be wise legislation for a Christian country, but no intelligent heathen would say so."

CONTEMPORARY LITERATURE.

BEOWULF. I. Text: Edited from M. Heyne, by James Albert Harrison. Boston: Ginn, Heath & Co., 1882.

BEOWULF: An Anglo-Saxon Poem; and the "Fight at Finnsburg," translated by James M. Garnett, M.A., LL.D. Boston: Ginn, Heath & Co.; Toronto: Willing & Williamson, 1882.

THE appearance of even a text of *Beowulf* ought to excite pleasurable feelings in all Canadians who take a pride in their native speech. But it will not be altogether the fault of the little book if the feelings, when excited, are not satisfied. True, we have here *only* the text, and it is hard to understand why it was published without a glossary, especially since Heyne's vocabulary is available. The second reflection is more serious. The appearance of *Beowulf* reminds us that no facilities are afforded in

our Provincial University for the study of the oldest English. We hear of additions to the mathematical staff, a Demonstrator of Physics being called for, but at present a Demonstrator of Old English is much more needed, for surely the statement is unnecessary that, without some knowledge of Anglo-Saxon, a teacher is unequipped for his work as English master in our High Schools. Indeed, if old authors and their language were studied a little more deeply we should be spared the contemplation of the crude work in the way of annotations of English authors with which our schools are oppressed. But to recur to the *Beowulf*. Why should a text of an English poem be presented to English readers in a German dress? The transliteration of the English editions would be more appropriate than a text marked with signs which are unknown in