

they would assert themselves if the more paltry one was removed.

Doubtless the system is good in so far as it holds out a definite and positive end to be obtained; but that end is to recite rather than to learn; to make an examination rather than to work for permanent results. If the student misses a recitation he does not lose time and knowledge, simply credit among his fellows. It allows no prominence to the way-marks or central principles which the student must master in order to appreciate his subject; all portions of the text-book, however much they may vary in importance, must be learned alike, or down goes the grade.

I am thoroughly convinced that the daily marking system is inconsistent with the true ends of education which should always be before the mind. It is needless, here, to refer to the manifest injustice to individual students which this system so often perpetrates; because I do not wish to impeach the professors' honesty of purpose, or sincerity of motive in their efforts to measure daily the intellectual capacity of the students.

But there are attendant and local evils to which it would not be out of place to refer. Some of these seem to be the direct fruit of the daily marking system, as, the comparative unimportance of those "necessary evils" the terminal examinations. In some cases five months are spent on a subject, then the student's knowledge of the work gone over is tested in a written examination of two hours, never longer. Such an examination can of necessity only be on a very limited portion of the subject, perhaps a twenty-fifth part. The student knows this, and, with an almost intuitive readiness of adapting means to the end in view, resorts to the hateful process of *cramming* on those parts which by observation he thinks the professor will be most likely to give. The written examination at best is but a *partial* one. To supplement it by an oral one is worthy of trial, as the scattered fire of questions in such an examination would test the student's knowledge of the subject as no written paper can ever do. This also makes the system of *cram* less available; and is a feasible plan in the smaller colleges where often the most efficient work is done.

NEMESIS.

Feb. 20th, 1882.

[Our correspondent appears to have very decided views on the question he discusses. The marking system certainly has its advantages, and these "Nemesis" has passed over. The columns of the

ATHENÆUM are open for replies, and we really hope some may see fit to bring forward the other side of the question.—EDS.]

MESSRS. EDITORS,—In your January issue there appeared an account of a class-supper, in which it is said that the sentiment—"We will be true to Alma Mater—Consolidation may take care of itself"—was applauded to the echo. Now it is well-known that unity of sentiment as regards the question of University Consolidation does not exist among the members of the Senior class; and with all due consideration for the veracity of the writer of that article we would submit that it is calculated to convey a wrong impression as to their opinions on that much-vexed question. Certainly "we will be true to Alma Mater"—what student would no. ? But surely the proposition, "Consolidation may take care of itself" is not thereby implied, for it may be that the interests of Alma Mater will be best promoted by co-operation in collegiate education.

SENIOR.

BURKE-ISMS.

Good order is the foundation of all good things. He that wrestles with us strengthens our nerves and sharpens our skill.

All men that are ruined, are ruined on the side of their natural propensities.

It cannot be too often repeated, line upon line, precept upon precept, until it comes into the currency of a proverb, to *innovate is not to reform*.

Men and states to be secure must be respected. Power and eminence, and consideration, are things not to be begged. They must be commanded; and those who supplicate for mercy from others can never hope for justice through themselves.

Those persons who creep into the hearts of most people, who are chosen as the companions of their softer hours, and their refuge from care and anxiety, are never persons of shining qualities or strong virtues. It is rather *the soft green of the soul* on which we rest our eyes that are fatigued with beholding more glaring objects.

Nothing tends so much to the corruption of science as to suffer it to stagnate: *these waters must be troubled before they can exert their virtues*.

The love of lucre, though sometimes carried to a ridiculous, sometimes to a vicious excess is the grand cause of prosperity to all states.

Parsimony is not economy. Expense, and