

Nemesis is "convinced," the marking system is "inconsistent with the true ends of education," (a conviction which is not sustained by his reasoning) what would he substitute for it? Would he abolish recitations because their "end is to recite rather than *to learn?*" If Nemesis would define some of the terms he uses and generalize less, we might have a more intelligible idea of his meaning.

The gist of the matter is here. It is indispensably necessary in any college, that some means of determining the relative worth of scholarship should be used, and the choice lies between competitive examinations, and such examinations used in connection with a system of recording the standing of students as judged by their weekly or monthly work. To say that as men are called up in class the fatal pencil is balanced to catch and record the slightest slip in each individual recitation, shows that Nemesis neither understands the principle nor application of the system he is contending against.

As a strong plea for the marking system might be mentioned the necessity which it involves of daily work on the part of the student, and the avoidance of that bane of the examination system, cramming. The habits of study, formed by the necessity of doing at least *some* work each day, are in marked contrast with those engendered in Institutions where no record either of attendance or scholarship is kept, where the student is his own master as to how and when he will work, and as a consequence in six weeks, or less, at the end of the term, does the session's work for his examinations. This argument applies with peculiar force now that by the increased efficiency of our schools and academies, the average age of the college student is much less than formerly, and he requires more than ever to be guided and directed in his work.

Perfection cannot be claimed for the marking system as such, still less can it be predicated of the system of terminal examinations as a fair test, but the writer claims that at Acadia both are applied in such a way as to produce the best possible results and give satisfaction to those who, recognizing the evils of both systems, have thus sought to apply them. At Acadia College, instead of proceeding on the principle of choosing the less of what Nemesis would call two "necessary evils," the more judicious and salutary course has been taken of adopting both, so modified and administered as to be practically robbed of most of their attendant evils. As the result of this combination

the marking system exists at Acadia in its least objectionable form, and instead of carping at what is so far superior to the systems obtaining in many other of our colleges, those enjoying the advantages which this system affords should congratulate themselves on their position.

As an evil attendant on the marking system, Nemesis cites the "comparative unimportance of the terminal examinations." But any student who has experienced the operation of the examining system used alone, will agree with me that this is at worst a blessing in disguise—if indeed it is fair to call it an "evil" at all. Nemesis objects that he has only two hours in which—by a written examination—he is to make a mark, between which, and his term standing in any particular subject, his average is to be determined. Let us see the justice of this complaint. First let the writer premise that his experience of searching and comprehensive examination papers at Acadia College and elsewhere, precludes his accepting Nemesis' estimate, that in two hours, only a twenty-fifth part of the term's work can be covered. Now, at Harvard, for instance, a three hours written examination covers the whole term's work in any of the numerous courses on her curriculum, and by the result the student must stand or fall. But as Nemesis can only accomplish in two hours a twenty-fifth part of what he would like to do, he would claim of an indulgent Faculty the privilege of an examination *fifty* hours long, in order to test his knowledge of the subject in hand. If he would claim this as his due under the present system at Acadia where the term marks count for half the student's standing, we must conclude that were he at Harvard or any other Institution where all depends on the final examination, he would consider himself unfairly treated if he were not allowed an examination of at least eight days!

At the close of his communication, the argument of your correspondent proves its own *Nemesis*, for he concludes by recommending a very questionable form of applying the system which he has all along been condemning namely, the supplementing of the written examinations, by an oral one. If, as he argues, this would diminish the evil of written examinations, *a fortiori* does the marking system, for it is merely an oral examination systematized and extended over a greater period of time so as to operate with the least possible injustice.

On this point it is noticeable that while at the beginning of his last paragraph Nemesis bewails