

apply his knowledge, is not to be settled by figures computed to a fraction. This will be manifest in after life, and as his object ought not to be a grade in the college records, so much as the acquisition of self-culture and expansion of mind, we fail to see that marking is a necessary appendage to college discipline.

It is unsound, because it can never furnish a true or infallible record. Its impracticability is obvious. There was a time when men first hunted up the record of a graduate's standing before he was employed, but we suppose that this fallacy, like all others, was discarded because the purpose was not thereby answered, and valedictorians no longer impress the public with awe.

The man is judged by his deeds and those only are a criterion of his worth.

It seems, then, that the better way is this. Let the instructor judge by the general ability of the pupil; let him thus assert whether or no an advance to a higher class is desirable. That this marking system figures largely in public schools does not at all prove its efficiency in our colleges. The writer of this has taught several classes, discarding marking altogether, without detriment to the progress of his pupils. If, then, we ought to exclude it from our common schools, as it only engenders hate and discontent, surely we ought to do so in our higher institutions of learning. F.

II.

Our colleges, like all of our institutions, have usages peculiar to America. As an independent people, we do not hold ourselves bound to follow established customs, but on the other hand are ever ready for any innovation which has an element of improvement in it. Thus has developed our educational system—a monument to American genius.

The theory of teaching is studied philosophically and hence many old methods have been discarded and new ones ad-

opted. Among other systems in general use in our schools and colleges, is that of marking or grading. This system has long been employed in our common and graded schools, where its utility is unquestioned. Indeed, it is considered so indispensable that it has been incorporated in our school laws, so that every teacher is required to keep a complete record of each pupil's standing and report the same to the school officers.

But to some, the use of the marking system in our colleges is of doubtful utility. In order to decide the question under discussion, it must be tested theoretically and practically. If it is correct in theory, the chances are that it will stand the practical test.

American students are, as a general thing, younger than the students of like institutions in Europe. In fact, the majority of them are mere youths. Now if, as all admit, the marking system is beneficial in common and graded schools, why should it not be in those of a still higher grade, namely, colleges? If our students were men and women who had attained their majority, and therefore in college at their own expense and of their own accord, the case would be different. Then, as an incentive to study, perhaps the system would be of little use. But since they are not men and women, only boys and girls, every argument in favor of the system in the schools, applies equally to our colleges. It serves one important use, in that it is the means of conveying direct knowledge to the parent or guardian of the standing of the student in his studies. It affords something tangible to the parents by which they may judge of the record made. If the record is a good one, they are encouraged to keep him in college; if poor, the proper persons know it. No system yet devised would be as satisfactory to parents as this one of marking.

But it is objected that the record is necessarily incorrect. Of course we do not claim infallibility for it, but we do claim