

that the right use of it on the part of the instructor, renders it as near correct as there is any need of. The system may be misused. But does that condemn it? Some students will make a much more brilliant recitation than others who are just as familiar with the lesson. The instructor will perceive this and mark each one, not by the manner in which he has recited, but by the knowledge, which he has at least proved to the instructor, that he has of the subject. If judgment is used, justice will be done.

Again, there are always some in every college who, by inattention and neglect, are unfit to pass from one class to the next higher. It is therefore sometimes necessary to draw a dividing line designating the limit which shall pass or exclude a student from the higher classes. Oftentimes this line has to be sharply defined, and when there is doubt about an examination or the standing of a student, it is easily decided by means of the marking system. Whereas, without a record no such decisive result could be attained. Dissatisfaction on the part of the student, and perplexity on the part of the instructor would be the inevitable result. With the marking system, a student will, if it is in his power, be found on the safe side of the line.

It has been practically and thoroughly tested. The fact that it has been in use so long in American colleges, proves conclusively that it is a success. If otherwise, I have no doubt but that it would have been discarded long since.

When the time shall come that an incentive to study is no longer needed, then there will be one less use of the marking system. But that time is by no means come. That it is a powerful incentive, no student who has felt its influence will deny. No one will permit his standing to fall below the average if he can help it.

Theoretically, then, I find nothing objectionable in the marking system. Practically, I am willing to let it speak for

itself. Unless something better of which I know nothing, is substituted, our colleges are ill prepared to discard that old and well tested custom, the Marking System. BEE.

THE FRENCH REVOLUTION.

What dreadful thoughts are awakened, and horrid deeds recalled, at the mention of that bloody period known as the French Revolution. It seems indeed as if we were about to embark to some savage clime of yore, and there, witness the cruel and heartless deeds of still more savage men, instead of directing our course to France and the eighteenth century—a country and time so closely affiliated to us. Yet to France we must go, and there prepare ourselves to witness the deeds of modern Neroes and Caligulas.

Terrible was the state of affairs. Yet this was not a spontaneous outbreak, but it arose from long existing evils; for what sort of long continued and stupendous disorders was adequate to such results? The whole social and political fabric of the nation had been secretly undermined by the powerful working of a corrupt court.

France had formerly existed as many separate provinces. Each of these was ruled by a petty lord or prince, who inherited his fine court and palace; while royalty supplied him with attendant knights and courtiers. For the support of this brilliant array, the working people or lower classes were taxed. The clergy, representing quite a large class, had its share in the proceeds thus obtained. So the support of both church and state was solely derived from the lower classes. Meanwhile the more powerful provinces gradually absorbed the weaker ones, and in turn were conquered or became conquerors, until all were united into one kingdom. During this process every species of vice and intrigue were resorted to, by each court to gain the ascendancy