

much the same way as individuals; and judging by the development of the last few months, we think that our University has been afflicted most sorely in this manner. Perhaps we should say, not by the friends of the University so much as by those of the two factions, whatever that means, or of the two parties, whoever they may be. Some outside friends, *on each side*, seem to think that the differences *within* the University could not be settled except by their interference. They seem to have forgotten that the parties engaged in it were gentlemen and scholars: and, if they did differ on a few, or even on many points, they had self-respect and forbearance enough to settle or at least to drop such questions. These officious friends have widened a difference that never should have come to the public; and have given many people a kind of disgust with the University and with higher education in general. The students are, on the whole, well suited with the work the University is doing; and if certain over-zealous friends will exercise a little more judgment, or keep hands off entirely, they certainly will receive the thanks of the students.

Now we do not wish to be understood as denying the right of criticism to such as think it is necessary; but we do claim that vituperation and personal abuse is beneath the dignity of anyone claiming the name of gentleman. If there is any occasion for change in the University, let the reasons be given in a gentlemanly and straightforward manner; then, no doubt, the desired end may be gained: but as long as the slang dictionary is the principal means of attack, harm only can result.

SYSTEMS OF EXAMINATIONS.

Within the limits of the present year, so many irregularities have occurred in examinations, that a little attention is demanded from both professors and students in the University. We are aware

that the question of discarding the examinations has been agitated by educators for some time; and that some of the best colleges in this country have thrown up every system of marking that has been known and practiced.

As to the wisdom of so radical a change we are not prepared to decide. The great objection made by educators to the idea of abandoning the system of marking is that too frequently justice, dependent upon the judgment of the professor, is not always meted out in due proportion. The teacher, it is said, has no method by which he can know the real knowledge of the student; we accept this argument for what it is worth. But we are of the opinion that those teachers are few who cannot tell at the end of a term who will pass and who will fail.

The argument for examinations might be infallible, however, if in the nature of the case, justice could be guaranteed by a system of marking. But experience has as frequently taught the professor and the student that justice cannot be wholly dependent upon mere marks; but as well upon judgment and impartiality in the class-room. But when judgment is lacking and prejudice and partiality reign supreme, justice to a student is impossible.

The systems of examinations in the University are many; each professor having his favorite way of marking. Some mark the student in all cases much higher than others. Hence, should class honors be given, one can readily see that his grade would depend not so much upon his true scholarship as upon the studies he had completed under the high marking. An impartial judgment is perhaps as true a mark as any student may desire, but where that judgment, so vital to a gentleman and a scholar, is deficient, then marks must take its place and subserve the ends of examinations.

If the time has now come in the University, when a single objection on the part of a professor utterly destroys the recog-