It is not an easy undertaking to change in a matter like this, but it could be done without much trouble, and after but little discussion, for every one must see the advantages of such a change.

If The Tech would take this matter up, it would have but little trouble in convincing all the students that such a change would be advantageous.

"'90."

Noticeable Articles.

By far the most noteworthy paper in the English magazines for November is that in the Nineteenth Century entitled, "The Sacrifice of Education to Examination"; and a very remarkable paper, or rather series of papers, it is. It consists first of a vigorously written protest against the competitive examination system which has become almost the sole working-power of English schools and colleges, from the highest to the lowest,—a protest signed by three hundred and forty-seven names, all of which are printed, and among which may be found some of the most eminent men of letters and men of science in the kingdom: Lord Armstrong, Professor Bryce, Professor Blackie, Oscar Browning, Canon Creighton, Professor Boyd Dawkins, Professor Fowler, Professor Freeman, the venerable Dr. James Martineau, Prof. Max Müller, Professor Nettleship, Francis Newman, Professor Pollock, Professor Rhys, Professor Sayce, E. B. Tylor, Professor Westcott, Dr. Crichton-Brown, Sir Morell Mackenzie, Sir Henry Thompson, Sir Edwin Arnold, Rev. Stopford Brooke, J. A. Froude, Sir Charles Hallé, Judge Thomas Hughes, W. R. S. Ralston, Mrs. Lynn Lynton, Mrs. Thackeray Ritchie, Miss Elizabeth Sewell, Miss Charlotte Yonge, Sir Arthur Sullivan, Aubrey De Vere, Professor Gardiner, Sir William Grove, the Bishop of Winchester, and Sir Monier-Williams. Anyone at all acquainted with the thought of England as represented by her living scholars,—men of science, professional men, and artists,—can estimate the character of the long array of names from which such a shorter list can be culled. This protest is followed by three pungent articles on the subject by Prof. Max Müller, the famous Sanskrit Professor of Oxford, Prof. E. A. Freeman, her learned Professor of Modern History, and Frederic Harrison, one of the very ablest of English literary men.

A more scathing indictment of a false system could not well have been drawn up than is contained in these documents. "We, the undersigned," begins the first, "wish to record our strong protest against the dangerous mental pressure and misdirection of energies and aims which are to be found in nearly all parts of our present Educational System. Alike in public elementary schools, in schools of all grades and for all classes, and at the universities, the same dangers are too often showing themselves under different forms. Children... are treated by a public department, by managers and schoolmasters, as suitable instruments for earning Government money; young boys of the middle and richer classes are often trained for scholarships with as little regard for the future as two-year-old horses are trained for races; and young men of real capability at the universities are led to believe that the main purpose of education is to enable them to win some great money prize, or take some distinguished place in an examination."

The document then goes on to detail the mischievous results of the system: the injury to health; the perversion of education and the loss out of sight of its true aims, and the evil effect on the minds of all subjected to it,—"the temporary strengthening of the rote faculties to the neglect of the rational faculties; the rapid forgetfulness of knowledge acquired; the cultivation of a quick superficiality and power of skimming a subject; the consequent incapacity for undertaking original work; the desire to appear to know rather than to know; the forming of judgment on great matters when judgment should come later; the conventional treatment of a subject and loss of spontaneity; the dependence upon highly skilled guidance [of professional 'crammers']; the belief in artifices and formulated answers; the beating out of small quantities of gold leaf to cover great expanses; the diffusion of energies over many subjects for the sake of marks; and the mental disinclination that supervenes to undertake work which is not of a distinctively remunerative character after the excitement and strain of the race."

The strength of this tremendous indictment cannot be appreciated without the perusal of the whole. Max Miller says: "From what I have seen at Oxford and elsewhere, all real joy in study seems to me to have been destroyed by the examinations as now conducted. Young men imagine that all their work has but one object—to enable them to pass the examinations. . . . England is losing its intellectual