tained in order to maintain its athletic prowess. College spirit should never be subordinate to class spirit. Class colors are very well, in their way, but they should never be seen on the field of intercollegiate contest. Nor should ever a class cheer be heard. Maintain our old colors, cardinal and gray, and our old cheer.

I am, Mr. Editor, very sincerely yours,

WALTER RENTON INGALLS, '86.
Leadville, Col., Dec. 22, 1888.

TO THE EDITOR OF THE TECH:

I would like to state for the benefit of your readers in general, but for the Senior Mechanicals in particular, that the rumor which was started on December 21st to the effect that a lemon syndicate had been formed, is not true.

It is not at all strange, however, that such a rumor should have been spread about, for it is a fact that on that day it apparently took from 7:40 A.M. until 10:55 A.M. (three hours and fifteen minutes by the clock) to procure any lemons in the city of Boston.

After careful investigation, however, I find that, notwithstanding the suspicious circumstances attendant, no lemon trust has been formed, and that the country is still safe.

S. M. E., '89.

Noticeable Articles.

The Forum for December contains a vigorous paper by Professor Thomas Davidson on Teaching the Mechanical Arts. "A curse on these stupid letters!" writes an Englishman in the year 1580. "All learned men are beggars. . . . It becomes the sons of gentlemen to blow the horn nicely, to hunt skilfully, and elegantly carry and train a hawk. But the study of letters should be left to the sons of rustics." "Nowadays it is," says Professor Davidson, "a curse on these stupid handicrafts! All mechanics are beggars. . . . It becomes Americans to blow their own trumpets properly, to speculate smartly, and elegantly to carry a cane in soft, clean hands; but handicrafts should be left to foreigners." And so, to a very large extent, they are.

The writer traces this state of things to several causes: "The notion derived from the sacred books of the Hebrews that labor is a curse and a convict's punishment;" "the fact that the old orthodox political economy erected unregenerate man's tendency to avoid labor, and seek enjoyment into an irresistible law of nature, and in fact made it the basis of their whole science." Another cause, our Scotch critic thinks, is the restlessness of the American temperament, always seeking showy results, and royal roads to everything; the spirit that wants to learn to speak German without studying the grammar, and to learn "French in six lessons without a master." Hence it is, he thinks, that the American, "whenever he can, makes his escape from the workshop, and tries to live by his wits, thus re-enforcing that undisciplined and hostile army of social harpies and vampires which we maintain within our borders in the shape of pot-house politicians, and their tools, labor demagogues, dive agents, loafers, tramps, blackmailers, gamblers, thieves." This cannot be said to be a flattering opinion of the American temperament, and we think a more favorable view might be taken of the results of American restlessness, and, moreover, that the noble army above described would by no means be found to be wholly recruited from native Americans; but, after all, there is an unpleasant amount of truth in the view. Another reason for this degradation of labor is the total disappearance of the antiquated apprenticeship system.

Professor Davidson's remedy for this state of things is the one that is so fast becoming familiar to the public mind,—to ennoble labor by making manual training an integral part of common and high school education, and by establishing public technical schools on the same footing as the schools of natural science, medicine, law, and the fine arts. He points out the fact that it was in this way that other occupations have risen in dignity. "We have seen how the literary education which we now consider so essential was regarded in old England. It is not so long since the physician or leech was, as Hallam says, 'an inexhaustible theme of popular ridicule.' . . . The barber's pole, so common in our streets, recalls the time when the barber practised blood-letting and other medical arts. It is within our own memory that the dentist stood on a level with the barber." He might have added that the veterinary art is fast rising into the dignity of a scientific profession, and "horse doctor" is ceasing to be a term of contempt.

The excellent English Journal of Education contains a very unflattering little notice of Lord Armstrong's singular protest against what he calls "useless knowledge." "Most of the article," it says, "is an expansion of copy-book headlines. Knowledge is not power; faculty counts for more than facts; schools do not bind genius. Passing by these commonplaces, we will say a word or two