authorities take no steps to supply this want, an organized effort on the part of the students interested would accomplish the desired result.

Our attention has been called to an editorial upon the establishment of the examination system in a recent number of one of our exchanges. Our contemporary looks upon this as an act of retrogression, and proceeds to show wherein the examination system is a complete failure, and the beneficial results of its abolition.

The conditions at Technology and at the college in question are; no doubt, different in many respects, but there are also other conditions common to all colleges. Our observations on the subject lead us to form opinions entirely at variance with those of the editorial in question.

Take, for instance, many of our lecture courses. Were there no examinations, much valuable time would be consumed with recitations in order to insure that students had actually covered ground gone over in the course, and the time given to instruction would be correspondingly less.

Again, an examination makes necessary a review of the whole subject. The more important parts must be distinguished from the less important. During the course each subdivision must be treated in detail; for examination, the student must approach his subject from a wider range of view, and consider the part each topic plays in the development of the whole.

Of late years there has been a marked tendency to discourage any method of instruction which brought into play memorizing in any form, but we are inclined to the opinion that a trained memory is a necessity, and as a developer of the same the examination system is of much value. One of our prominent professors has expressed the opinion that "cramming" is an excellent mental training. In his case, he was often called upon to deliver an expert opinion on some special point with which he was not thoroughly familiar, and often had only a single day to prepare himself. His study in such an instance was nothing more than a "cram," and differed from that of the student only in the object aimed at.

Hence we take the stand that examinations are of value, not only as a method of ranking a class, but as a means of obtaining a broader grasp of the subject studied, and as mental discipline.

Technique, 1901.


This committee, consisting of twenty-five members, is elected at large from the class, the names of all Sophomores, therefore, appearing on the ballot. These men then elect the "Technique" Board, consisting of two associate editors, two statisticians, one society editor, one athletic editor, a business manager, and an assistant business manager. This board then elects one of the associate editors editor in chief. To fill this vacancy, the Board elects an associate editor from the class. The artistic staff is chosen by competition.