

possibility of annual reclassification. There are four cases :

I. A student taking work in only one year is to be classed with that year.

II. A student taking work in two years is to be classed as of that year in which he has the greater number of hours.

III. A student taking work in three years is to be classed as of the highest (or lowest) year if he takes more hours in that year than in the other two together, otherwise he is to be classed in the middle year of the three.

IV. A student taking work in all four years is to be classed thus :

If he have  $a$  hours in the first year,  $b$  hours in the second,  $c$  hours in the third, and  $d$  hours in the fourth, he is to be classed as in any year in which more hours are taken than in the other three together, otherwise as in the second or third years, according as  $a + b$  is greater or less than  $c + d$ .

#### A WORD TO THE WISE.

**I**N past years there has been a rush between members of the contesting classes after the regular program of Field Day is over.

We do not care to say whether or not this is right, but we do caution the possible participants in one respect. When the cry "Down!" is heard, every man should press back, as some unfortunate has fallen, and may be dangerously injured by the students' feet unless this cry is immediately heeded. If the rush occurs, don't let it be half-hearted, and if this warning is borne in mind there will be little danger of results more unpleasant than bruised shins.

#### The Visiting Educational Committee.

During the past month a commission of prominent British educators has been traveling in this country with the purpose of collecting information as to American educational methods.

The board is known as the Mosely Commission, since it is the project of Mr. Alfred Mosely. This gentleman was intimately connected with the late Cecil Rhodes in his South African ventures, and acquired at that time a considerable fortune. He was deeply interested in the problems of education, and was instrumental in the founding of the Rhodes' scholarships, each of which provides about \$1,000 a year for specially selected American students at Oxford.

Mr. Mosely realized that American and German technical and practical higher education was in advance of similar work in British schools. In view of these facts, about forty experienced teachers and educators were invited to form a private committee of investigation at Mr. Mosely's expense. The men thus selected were to travel in this country collecting facts and data to be published on their return for the general benefit of the teaching corps throughout Great Britain. Many of these gentlemen are of international scientific reputation. Magnus Maclean, M. A., D. Sc., the electrical engineer professor, T. Gregory Foster, B. A., Ph. D., English professor in University College, London, W. E. Ayrton, F. R. S., professor of physics, H. R. Reichel, LL. D., and Thomas Barclay, LL. B., Ph. D., late president of the Paris Chamber of Commerce are among them. Besides, these are the chairmen of many educational boards, several university and technical school professors, and many men of general interests.

The commission, in pursuance of its plan of visiting the prominent American universities and schools, was in Boston during the week of Tuesday, Oct. 27. On this day and later Technology was visited. The party broke up into groups of two or three, and were taken to the buildings and departments most interesting to them. The Electrical, Mining, Physics, and professional courses received the most attention.