

graduate out of two hundred who reach the last year, showing that examinations do not help in grading the men. That no incentive for work would exist if examinations were abolished is an absurd statement. A man who has reached the last year is fully accustomed to regular work. The reason that last year's petition failed was because it was too late, but Faculty endorsement was shown by but three examinations being required.

The last speaker, assuming the Faculty to be the best judges of the necessity of examinations, went on to show them not in favor of discontinuing them. Tech is a place for hard work, and the first three years are a process of selection, and the picked men are well trained. Now, as it is true that men get through their work with the least possible amount of labor, the abolishing of examinations will result in deteriorated effort in the fourth year. A new standard of marking will be necessary. In class no two men recite on the same subject, and a fair and just estimate of ability cannot be as well determined as by an examination.

In rebuttal the affirmative cited Mr. Wells, the recorder, as authority that the Faculty desires to abolish examinations. No men who have reached the last half of the fourth year are at all likely to shirk. They are more responsible. Supposing that examinations are replaced by short daily tests, giving a chance of perhaps a hundred questions in a term where five were previously asked, the averages thus obtained are fair to the student, where the old system would not be. The negative then pointed out that by the arguments of their opponents examinations might well be dispensed with in the Junior or even lower classes. In a system of daily marking, unfair results are very often obtained. By making a good impression at one time on the instructor a man can often get through a course with very little study. Hard luck stories and bluff can be worked in daily

tests which would fail in examinations. Even in the last year lecturers and professors in the big engineering courses do not know their men sufficiently well to give up examining them. If the Faculty found three examinations necessary last year, there can be little doubt that all studies would be better with them. If the Faculty are in favor of giving up examinations, why do they not do so? In reference to the last question the affirmative said it was early yet to take official action on the matter. The plan of daily tests would leave a stronger impression of the lesson or lecture than would a final examination with its attendant "plugging." As to students being on the right side of professors, the objection would work as strongly against examinations as against daily tests. The heads of courses from experience and from their records can estimate accurately any Senior's ability without examination. Last year's three final examinations were in unimportant subjects. The negative reiterated their statement that the absence of official action proves the Faculty to be opposed to a change. Some men who go through their year's work with a minimum of labor would lose even the information they would ordinarily gain in cramming for examinations, if the latter were abandoned. The affirmative replied that Faculty action would come at the proper time. Examinations are a poor test of ability when compared to daily five-minute tests in lecture courses. Also, Seniors are sufficiently interested in their work not to need further incentive. In conclusion the negative pointed out that very definite action had already been taken by the Faculty in refusing to grant last year's petition. The impossibility of all the professors in each course being able to gauge their students' ability by anything short of a formal examination was demonstrated and a summation of the argument presented.

The ground appeared to have been very well