

The conclusion was drawn that the educational world was not yet ready for a change in the existing order of things, and that while the examinations were an evil, yet they were a necessary evil. But progress has been made here as well as in other details of the system, and now some of the leading institutions of the country have rejected the examination system.

The system as it is here, and in the vast majority of other colleges, educates the not over scrupulous student in the art of "ponying." But leaving that as a minor point, for it may be said, and with some truth, that the trouble lies in the student and not in the examination. But let us consider how the examination affects the hard working student to whose nature the idea of ponying is extremely foreign. Now all intelligent persons who have been either teachers or students know that it is possible for such a student to be hindered from doing the work of which he is capable, by numberless causes not within his control, and then in addition to this, he feels that his welfare, temporal if not eternal in the mind of his instructor, depends upon that certain percentage of a hundred which he must make.

Thus a nervous student of the highest rank in his daily work, may fail entirely in the final examination. There is related in this connection an incident concerning a candidate for the ministry, who became so confused when in the hands of the examiners, that they to afford him an opportunity to collect his thoughts asked him to quote some passage from the Old Testament. He replied with, "And Moses said unto Pharaoh when he was in the whale's belly, almost thou persuadest me to be a Christian." Then again, while the examination is supposed to catch the indolent student, it to a certain extent gives him the advantage. He may while away his time until the last few weeks of the term and then by means of some diligent "cramming," and profuse notes, he steps steadily along the narrow pass through which the better student may stumble. And then again,

students differ greatly as to the amount of ground which they can cover with a given amount of knowledge. This is brought out by the story of the student who was taking an examination in ancient history, a subject on which he was poorly informed. It is said that when he reached the last question, which was to describe the character of Alexander the Great, his knowledge failed him, but being an ingenious youth he wrote in full the character of Philip of Macedon and added, "With such a father Alexander's character may be easily imagined." Here again, a better student might have failed. Taken all in all, the examination is not a fair way of determining the standing of a student. Such a determination could be better and more easily made from the standing of a student in the daily work, taking into consideration the perseverance and thoroughness with which the work is done, together with the general intelligence and ability of the student.

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MAY the first has come and gone, and with it has passed away another day of disquiet and agitation. The unrest in our own great republic was marked by the entrance of Coxe's army into Washington, constituting the van-guard only of a number of similar organizations aiming for the same destination. Added to this were the riots and strikes of the unemployed and discontented men throughout the land. Hundreds of thousands of miners had ceased to work, and dissatisfaction and grumbling were heard on all sides. In most of the European countries this same spirit of uneasiness was manifest, although not so openly as in some of the past years. Nevertheless it was present, and it needed but the slightest breath to fan the smouldering fire into a blaze.

But this evil influence failed to exert its power over our institution; and instead, the day marked a return of relief and satisfaction to the student body in general. Our president had just returned from a pleasure tour of three or four months dura-