

real life." It is necessary to distinguish here, so much depends upon the students and upon their "real life." It can hardly be said, for instance, that a medical student is likely to be the better physician because he is able to construct a plan of the School buildings with a two-foot rule. He would doubtless not be any the worse, for possessing this ability, but a little extra practice in the hospital would be better for him. This little example emphasizes the mistake which the Chairman and other enthusiasts make. They seem to think that what is called technical education is a kind of substitute for, or even antagonistic to, the old system. At best, it is but its handmaid, helping it where it needs help, and only applying itself to those students who particularly require the practical knowledge of certain arts. Thus considered, all this talk about "useless education" and "abstract exercises" and so forth, is unnecessary. "Technical education" supplies the very real wants of those who desire to gain practical knowledge of certain arts, but because it does supply these wants we are not, therefore, to suppose that the old system—which supplies other not less real and pressing wants—is a thing to be laughed at and called hard names.

The School of Mines and Industries is admirably devised to secure the particular ends at which it aims. Its constitution and arrangement are eclectic, the labours of the Council having enabled them to adapt the best points in kindred institutions throughout the world. It has command of the services of some of the ablest teachers south of the Line, and there seems already to have been established between the students and the authorities that oneness of purpose and unity of effort which are essential to the well-being of such an institution. As the excellence of the instruction imparted is undoubted, so may we be sure of the value of the curriculum. When, at the close of their course and after their probation at some mines or factories, the students have gained the diploma of the School we may be sure that they are good men and that their degree will be honoured wherever good work is recognised. The training of the students is practical, and they are taught to help themselves as much as possible. "The leading maxim in the School," says Dr. Cockburn, "is that things which have to be learned are best learned by doing them." The words are unpleasantly suggestive of the "regular" system of education pursued by Mr. Wackford Squeers. "B-o-t bot, t-i-n tin, n-e-y ney, bottinney, a noun substantive, the knowledge of plants. When he learns what it means he goes and knows 'em." But the School of Mines is no Dotheboys Hall. Step by step the students are prepared for their special life's work. Their eye is cultivated, their hand is trained, their brain is quickened. They are taught to know things thoroughly and practically. Their definite object is the gaining of success in whatever branch of knowledge is best fitted to their particular talents, and in attaining that object they have the assistance of the most capable teachers. We anticipate very great results from the School, and trust, with Dr. Cockburn, that in it and similar institutions "such seeds of useful knowledge will be sown as will at no remote period yield an abundant harvest of national and individual prosperity."