real life." It is necessary to distinguish here, somewhat depend upon the student upon their "real life." It can barely 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 building with a two-foot rule. He would doubtless be more handy for his patients, and the hospital staff would be happier, 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 not practical enough; it helps 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 want 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 cited hard cases against.

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 United States. With a 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 spirit that is 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. Where, at the close of their course and after their graduation, those under whose insufficiencies the students have gained the diploma of the School we may be sure that they are good men and that their degrees will be honoured wherever good work is recognized. The training of the students is practical, and they are taught to help themselves toward useful ends. The leading maxim in the School," says Dr. Cebbourn, "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 practiced by Brutus. B-cot, bow, bin, fit, tin, no, now, next, money, bottlenose, 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 student works for his special life's work. Then he is cultivated, his 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 genius, 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. Cebbourn, that in it and similar institutions "such seeds of useful knowledge as the new system will promote and yield an abundant harvest of national and individual prosperity."