

practice can become a good writer. But it takes grit to learn to write, as it does to do anything else.

I would like to, but I have'nt got time. Thud! This falls like a sod on a coffin. It usually closes the debate. But it is baby talk. The busiest man I ever knew, a man who constantly did the work of two, never once, while I knew him, complained of not having time. "Haven't got time" is a rock that cripples and wrecks more lives than most of us suspect. Gladstone constantly carries a book with him lest any movement should slip by unoccupied, etc., etc. He who habitually uses this excuse is a lazy man. *Take time.*

Finally let me say that the literary spirit of a college is judged from the journal which it sends to other colleges. The burden does not rest wholly on the editors,—every undergraduate is, in a measure, responsible, and, as the advertisements say—"this means you."

F. L. PATTEE.

THE PLACE OF THE TECHNICAL SCHOOL IN THE EDUCATIONAL SYSTEM.

At the time of the establishment of the first Technical School in this country, the prejudices against such an institution were many. Then comparatively few persons recognized the fact that there was something lacking in their mode of education. It was not until after the great rebellion had called forth all the resources of the nation that the majority comprehended that the needs of the country were not to be satisfied by brilliant speeches and oratorical triumphs. They rose to an appreciation of the fact that the responsibility devolved upon active, energetic men, men who could do and dare.

The nation recognized a greatness that does not manifest itself in fine phrases and moving utterances. They began to doubt if the entire purpose of education was accomplished in an institution where the student was only permitted to ex-

haust his energies in deciphering Greek and Latin. Many eminent men realized that an establishment in which theory and application were intermingled would be more beneficial to those who desire a course of study in a definite line. The Technical Schools of to-day are the outgrowth of this sentiment and were founded with this end in view.

But in justice to the Technical School one should know its objects, understand its methods, and appreciate its work before assigning it a place in the educational system. The Technical School was never intended for the entire education of the minister or journalist. Nor does the technical education as practiced in hundreds of Colleges and Manual Training Schools pretend to turn out full fledged carpenters or blacksmiths. Skill at the forge, or at the carpenter's bench has to be gained by long years of experience.

These institutions are designed to give a practical, useful system of training to the youth who desires to become an educated engineer or machinist. They propose by their system of shop work, to acquaint him with the use of tools and the qualities of the several materials with which he works. The knowledge thus gained is invaluable to him who pursues any engineering course. It also serves to give interest to his work. How often is it the case that a student listless and inactive in a classical school, considered slow and dull by both classmates and instructors, when given the advantages of a technical education, rapidly advances and finally attains an eminent position in the scientific world, honored and revered by those who in former years considered themselves his superiors.

For several years the superior advantages, as afforded by the technical schools, have forced themselves more and more upon the public; year after year commanding more attention until at the present time these institutions offer the only education to those pursuing scientific branches. The graduate from a classical institution is utterly unfit, in this age of invention and scientific re-