

result proves again beyond doubt that sound logical argument may be developed in an institution in which the wheels of technical learning buzz merrily on, as against those of our older, classical schools in which the sound of the machines, the hiss of the escaping steam from its buildings, the hum of the experimental dynamo, the rumble of the foundry blast, the quiet driving of the plane, or the noisy clang of the hammer on the anvil is never heard, and in which the quiet processes of decomposition and association as developed in the assaying and chemical laboratories, the progress and utilization of the products of the soil, or the elements and methods with which those whose only sun during the working hours is the miner's lamp have to do, are not studied; but rather where the logic and learning of the ancient masters is absorbed as a means with which to combat in the battle of life in this technical age.

The three years of contest with Dickinson have shown that although the technical side of life and its duties are more carefully fostered than the classical side in such institutions as ours, yet the technical education, or what some writers and speakers have been wont to designate as the new education, does not neglect to cultivate the powers of thought, since a good brain is an essential element in a technical pursuit in life.

In this retrospective glance we note that the best of feeling has prevailed upon all occasions of debate. And State has learned that defeat at the hands of an honorable foe is not all bitterness. In her debates State not only contested against a team of debaters, but against a feeling which looks more rather than less scornfully at the efforts of technical institutions in this line of work. Even as defeat has been our portion in two of the three meets, we can well feel that we "have fought a good fight." In no instance has there been a decision that was supported by all the hearers.

To Prof. Pattee belongs a great amount of praise, credit