

which compels acknowledgment, and even on this continent, where, after all, the difficulty of making a bare living is not so great as in the crowded countries of the old world, the absolute necessity of knowing one's business thoroughly well, if one is to succeed even moderately, is beginning to be generally recognized. The time is passing away when a man could be a jack of all trades and get on; trades and professions follow the natural law, and tend to specialties; the artisan must now be master of his trade, or he runs the risk of being displaced. As competition increases, so does the necessity for obtaining skilled labour increase; it is cheaper to do things well than to botch them, and the technological school, which teaches the artisan, the designer, to do his work in the best manner, becomes an important part of the system of popular education. Professor Lawson put this very clearly before his hearers on Wednesday. "We have ever moving before us," he said, "in the commerce and industry of the world, illustrations of the well-established fact that in these days of rapid and cheap conveyance by sea and land, and marvellous mechanical and chemical contrivances in our fields and factories, it is not the possession of raw material, the most valuable mines, the richest soils, or teeming waters, that enables a country to rise in wealth and importance, and to support a large population in comfort and luxury. It is not the possession of these, but the capacity of the people themselves to convert raw material (whatever its source) into useful or marketable products; and this capacity can only be increased by increasing their skilfulness in labor, and qualifying them to deal intelligently with the subservient forces of nature which they have to direct and control." This task, and an important one it is, of increasing the skilfulness of those who have to labor in any way with their hands, is precisely that of a technological school, and it is at once apparent that it cannot be fulfilled by any other institution. A college makes scholars, teaches theory, but cannot give the requisite practice unless it connects itself with a technological school. The work of the latter is, indeed, essentially different and separate from that of the arts college. We quote Professor Lawson's words again as giving the best and clearest definition of the sphere of work of a technological school. "We have work essentially our own. We shall not interfere with anybody. We shall not teach abstract science apart from its applications to the arts of life, as that is the work of the colleges; we shall not teach any trades or professions, as such teachings belong to the workshop, the office and the farm; what we propose to do is to give instruction in those branches of knowledge that are necessary to qualify our youth for acquiring dexterity and skill in the various mechanical, agricultural, and other avocations in which they may engage."

To wish success, a continuance of success, rather, to the Institute, is simply to wish prosperity to ourselves as a community, for it is the city and the Province which will reap the fruit of the labors of those gentlemen who have given their services and the benefit of their knowledge and experience to the scheme. That they have done so without hope of pecuniary reward shows that they are in earnest; that their object is above all to afford to the many who are anxious to learn the chance of learning. And the ready response they have met with, the way in which the classes have filled up as soon as opened, is a token that the want of technical education had been deeply felt in this city. Very heartily do we wish the institute success and prosperity; it has already a host of friends, and the number of its adherents and supporters will increase day by day as it goes on giving evidence of its usefulness.