THE NEED OF A BUILDING FOR THE MECHANIC ARTS.

Prof. Ham says: "There is no better definition of education than that of Pestalozzi—'the generation of power.' But what kind of power? Not merely power to think abstractly, to speculate, to moralize, to philosophize, but power to act intelligently, and the power to act intelligently involves the exertion in greater or less degrees of all the powers, both mental and physical. Education then, is the development of all the powers of man to the culminating point of action. What kind of action? Action in art. What is art? 'The power of doing something not taught by nature or instinct; power or skill in the use of knowledge; the practical application of the rules or principles of science.' Again, we have the last analysis of education—'skill in the use of knowledge; the application of the rules or principles of science.' And this is tool practice."

The acceptance of such ideas led to the founding of the new system of industrial education, which is designed to train the physical and mental powers alike; to train the brain, and the eye, and the hand to work harmoniously together—the one directing, the otner following. Besides the discipline of the eye and hand, mechanical training gives a practical knowledge of tools and their use.

Furthermore, the student will be given a comprehensive insight into the vast industrial operations, from which emanate every common need and every luxury, from a pin to a fine watch. They will appreciate the value of fine work, and of painstaking, careful workmen, and hence will realize the dignity of skilled labor. In their eyes it will elevate labor from drudgery to its proper place, and make the skilled artisan a being equal with themselves.

In no sense is the mechanical work in this University allied to the work of the trade school. We do not attempt to teach any trade, although the training makes it possible, with additional training, to become a better mechanic than is possible with the average apprentice. The students who take the mechanical training may properly be divided into three groups: (1) Those who desire the educational training; (2) Those who will apply their practical knowledge, as, for instance, those who will become mechanics or farmers; (3) Those who expect to become mechanical, electrical or civil engineers, in which profession a knowledge of tool use is essential to successfully manage tool users.

Since its organization, two years ago, the department has grown very rapidly, although we now have only sufficient equipment to give about half the work that is done in other schools. We are at a standstill until a building for the mechanic arts can be obtained. The foundry and machine shop work (which are extremely important) must wait. In our present quarters the placing of new apparatus, which is absolutely essential for our work, will uncomfortably crowd us, and make it difficult to do the best work.

It should always be borne in mind that none of the state funds are used for equipment, material, or instruction in this department. The well known Morrill act provides that the United States government shall pay, yearly, to each state, a sum of money ($15,000 in 1889, and increasing $1,000 each year, until it reaches $25,000, at which point it will remain) for the maintenance of technical schools. It would seem then that the great state of Nebraska should provide a building to house the apparatus that the government so generously provides, a building in which will be taught those things which more than anything else have made the wonderful Nineteenth century the greatest in the world's history. R.

PHYSICAL DEPARTMENT.

It is seldom that military drill and gymnasium work run along side by side in the same institution and in the same building; yet no one will question that each fills an important place in the University of Nebraska. The disadvantage of the arrangement is that both lines of work, occupying,