The practice which has prevailed among the professors at the Institute for several years past of substituting "papyrograph rules" for text-books has, we hope, reached its height and is now on the wane. Ever since the papyrograph process for multiplying writings and drawings came into use, the custom of giving to the students such notes has been on the increase, and some of our professors have carried it to a surprising extent. In many cases the "notes" have been quoted almost entire from text-books, which, if used instead, might have saved the student much strain of eyesight, caused by trying to decipher illegible writing, the vexation of correcting obvious errors made in copying,—though many might go unnoticed,—that of keeping the pages in order, and, finally, the necessity of transporting a great bulk of such notes containing comparatively little matter daily to and from the Institute.

When we take this category of evils into consideration, as well as the fact that, in order to preserve the notes permanently, some sort of binding is required, we think that there is but little advantage to be gained on the score of economy.

It seems to us that the system is legitimately used chiefly for original notes or for such supplementary ones as may be given by the professors to their students. When, however, the same course of lectures is pursued year after year, and the mistakes which invariably infest papyrograph notes are finally eradicated, we think that it would be for the interest of both parties to have the notes printed. We are glad to see that Prof. Osborne has adopted this course in having his notes on "Differential Calculus," formerly given in papyrograph sheets, compactly printed in pamphlet form for the use of his classes and sold to them at a merely nominal price.

It should be especially interesting to all connected with the Institute to notice the present earnest and widespread discussion of the question of industrial training. Until now, the instruction furnished in our schools has been mainly in subjects designed for mental discipline and general mental culture, with no attention to the education of the hands and eyes, by tool work and mechanical drawing for the boys, or sewing for the girls. Such instruction may be all that is necessary for clerks and bookkeepers; it does not, however, answer the requirements of those who are to follow trades, but who, on leaving the grammar or high