is it for good reasons that we do not comprehend that the only class of brain workers who live upon dead men's money, not their own, is the only class which indulges itself in these inordinate vacations? We pause for a reply." General Walker's reply to this article in the issue of January 26th, is well worth reading by every Tech man, as is also the careful analysis of it by the keen editor of Engineering News. President Walker's claim is that, by the high standards of M. I. T., the needed amount of work is extracted in the course as laid down, and most invaluable concentration of energy secured to the student; that the long vacation is of advantage to financially poor students, of whom we have a good number, and that there are innumerable conditions and circumstances to be considered, such as climate, location, etc. The able editor does not deny the high attainments of our graduates, nor the exaction of our course, but it seems hard to persuade him that the thirty-six and thirty-eight week schools have lower daily requirements. Here it becomes of course, a question of fact.

The Tech does not intend to discuss this question, which is one that may well tax the energies of learned educators. We might wish that President Walker had dwelt more fully on the fact that the climate of Boston is such that it would be well nigh impossible to carry our work much more into the summer months. This is, of course, an undoubted fact, as all will recognize who have done work at the Institute. A week might possibly be secured on each end of the vacation, but scarcely more. It is indeed a many sided question.

In many other ways, also, have these recent articles been interesting. The News says of the Lawrence Scientific School of Harvard, that it devotes too much time to outside subjects, these being, of course, less costly to teach, at the expense of its strictly professional subjects. Of the Sheffield School at Yale it says, speaking of its three-years' course: "Is Yale right? If so, all the other colleges must be wrong. If the others are right, then Yale is turning out each year large classes of men who are only half educated in the details of their profession. Yale must change, otherwise she will be doing what she may to degrade the standard of engineering education." As regards subsequent employment of Engineering graduates, the News finds that only fifty-four per cent adhere strictly to professional work, the remainder engaging mainly in allied work. This latitude it calls one of the strongest features of the profession, a feature not present with medicine, the ministry, and so forth. M. I. T. shows 280 graduates in engineering practice, 65 as railway officers, 50 as managers of works, 5 as contractors, and 125 engaged in allied work.

In the final installment of the series appearing in the issue of February 9th, is found a corrected table of the length of course at the various schools. From this it appears that the shortest year is 32.6 weeks. One year of 34 weeks is below the average, although such strong schools as Columbia and Cornell agree with us in this respect. Stevens is the only one that fills out the full 40 weeks, but this is accomplished by an additional summer term of shop work.

The enterprise the News has shown in compiling these articles is very commendable. It is not to be presumed that the editors have criticised maliciously, although they may have been, in many cases, unfair. As regards the length of the college year, it would be well perhaps, to infer less irresponsibility on the part of the professor, to consider more the existing surroundings; and it might be well to explain why everything is brought down to a basis of weeks rather than of hours. Many schools have but five-day weeks, and hours certainly count. The News to the contrary, we lead here, and our standards are yet unapproached by our competitors. Finally let us recommend that our readers look this series of articles up,—it is well worth it.