

give advantage to the cheaper, and equally if not better manufactured goods of continental nations. English masters having trade in their hands, looked chiefly to realising large and probably exorbitant profits, in order to amass princely fortunes. So, what with increased wages to men, and abnormal profits to masters, the prices of our goods are high. We are undersold by cheaper and better goods. Our system of free trade, also, a noble and benignant principle, if adopted by all, heavily handicaps us in many markets. Tariffs to the amount of 50, 60, and 70 per cent, are imposed upon the importation of our goods to even the American markets.

Let us, however, only thoroughly realise the fact that we are earning for ourselves the unenviable reputation of a beaten people, and our pluck and people will be roused. They will incite us to adopt all possible means to retrieve our position. We shall have done with "scamped" work. Our artisans will add skill and knowledge to their native wit; and for this purpose technical schools will arise in all parts of the land.

Our science schools are most inefficient substitutes for continental "Real," "Gewerbe," or Polytechnic schools. The Science and Art Department encourage only the theory: the working classes require in connection with science classes constitute a formidable barrier against their present use by the great majority of working men. Something easier and with a more direct bearing upon the daily labour is the great desideratum of the present time.

The industrial schools established in Nottingham last year have supplied the want. They have been well attended, and their results have been satisfactory. From experience gained in them, as well as from a knowledge of their constitution on the continent, the following plan might be suggested as one sure to achieve good and useful results. The schools should be divided into three grades:—1. Preparatory school.—This should subserve the purposes of an ordinary night school where young lads should have an opportunity of continuing the education obtained in the day-school. This would almost be self-supporting. Government grants might be obtained on examination. This with a small fee would supply it with funds for its maintenance. 2. Intermediate or Science School.—Youths able to pass the 4th or 5th Standards, Government Code, might be encouraged to attend this department. Such subjects as the following might constitute the curriculum:—Industrial biography, history of trades and inventions, industrial geography, freehand drawing, solid and plane geometry, mechanics, chemistry, accountship and commercial arithmetic, fiscal and custom-house legislation, commercial correspondence, and French and German languages. Grants from the Science and Art Department might be obtained for certain of these subjects by properly qualified teachers. 3. The Industrial or Technical Department.—This would answer to the "Geweber Schule" of Germany. It would be subdivided into sections, each provided with the special machinery and apparatus for the various trades it professed to teach. The joiner, mechanic, lacemaker, weaver, &c., would each have all the intricacies and mysteries of their crafts unfolded to them by teachers skilled in the manipulatory as well as theory and science of the trade. Youths near the end of their apprenticeship, and men already engaged as journeymen, but who are anxious to further improve themselves and earn for themselves the title of skilled workmen, would flock to this school.

The science school would teach generalities applicable to all trades. The technical would deal only with specialities applicable to individual trades.

The difficulty would be felt in his department, of obtaining efficient and skilful teachers—teachers who could give attractive lessons, and possessed also a knowledge of the theory and practice of the trade they aspired to teach. No doubt such men would be found. London, Bradford, and Leeds have already discovered them. Government may be induced to establish examinations and grant certificates or diplomas specially for them. The Rev. H. Solly is already petitioning the Duke of Richmond to consider this question; and the probability is, should a general demand be made the request will be granted, and grants, as in the present science and art classes, may be earned.

The first and second schools might find a home in the elementary schools, as they are rarely used in the evening. The technical schools by the managing directorate, and certificates or diplomas would be granted to the successful students. These would be of inestimable value to their possessors, for they would guarantee to employers ability both intellectual and manual. A scheme like this would, of course, necessitate a considerable outlay of money, and an intelligent and active management. The directors would soon be found, and as the real value of the schools became known the money would soon be forthcoming. The Drapers' Company, with a magnanimity and foresight which does them infinite credit, have sent a donation of 100 guineas to the Nottingham School. Should the manufacturer rally round the movement with zeal, and contribute as liberally, the grant will, no doubt, become an annual one.

A graded system, similar to that described, is necessary in order to secure permanency and success. The Artisans' Institute, London, though deserving great praise for its efforts, cannot be considered a success. No youths or apprentices are found in its classes. Those working men only of ability or ambition, who are aspirants for eminence and distinction in their trades, avail themselves of the opportunities held out to them. When only six or seven students attend some of the classes, out of an immense population like that of the metropolis, we cannot help thinking that the school lacks some of the essential elements of success. Most probably, if schools for adults were established, similar to the "Preparatory and Intermediate Schools of Nottingham," a supply for the Technical School would be provided. In the preparatory and intermediate schools no restraint whatever should be placed upon youths who attend: but in the interests of the various trades restrictions will have to be enforced in the technical school. Trades-unionists would justly complain of amateurs and labourers acquiring the skill to work at the trade by listening to an explanation of its secrets at these schools. It is most essential that the hearty-sympathy and co-operation of the trades-unionists should be enlisted on behalf of technical schools. Their usefulness and permanency mainly depend upon the good will those organisations. Only, therefore, *bona fide* members of the various trades taught, should be allowed to enrol themselves as pupils in the classes. The skilled artisan desires earnestly that his brethren should be efficient and able workmen; and are prepared to enter ardently into any movement which would weed out from their ranks the incompetent. They object, however, to outsiders flooding their supply by claiming the privilege of skilled workmen, without going through the recognised routine of apprenticeship, or other acknowledged mode of initiation. Apprentices, of course, would be cheerfully encouraged to attend; and masters would receive commendation who expected, or insisted upon the attendance of their