

British philosopher do not stand as true to-day as when thirteen years ago they were spoken in this day when so far as science is concerned, the text-books of last year must be re-written for this, when "the goal of yesterday is the starting point for to-day." "But, overpoweringly, strong proofs of intelligent and benevolent

design lie all around us; and if ever perplexities, whether metaphysical or scientific, turn us away from them for a time, they come back upon us with irresistible force, showing us through nature, the influence of a Free Will, and teaching us that all living beings depend upon One ever-acting Creator and Ruler."

### TECHNICAL EDUCATION.

THE educational world must welcome the appearance of the bulky volumes containing some of the results of the inquiries made by the Royal Commission on Technical Education. The first of these is occupied with details of the kind of instruction now given in the technical schools of almost every part of Europe. The industrial centres of the Continent have been thoroughly examined by the Commissioners, and they have placed on record a most interesting outline of their observations. The United Kingdom also has been carefully surveyed, and the reader is presented with a very copious description of all that is now being tried for the improvement of the British artisan. It is gratifying to find that the home country still holds its own in regard to the arts of construction and the staple manufactures as a whole, and that, even in the opinion of Continental manufacturers themselves, our people still maintain their position at the head of the industrial world. The report declares, indeed, that, "not only has nearly every important machine and process employed in manufactures been either invented or perfected in this country in the past, but it is not too much to say that most of the prominent new industrial departures of modern times are due

to the inventive power and practical skill of our countrymen." The people on the Continent were not satisfied, however, to sit unmoved while British excellence was so evident, and they bestirred themselves accordingly to establish technical schools for the improvement of their own workmen. They were lavish in providing funds to erect buildings, and they have shown great liberality in providing well-qualified teachers, who are paid adequate salaries to encourage them in their labours. The extent to which these schools have been provided, and all the various ways in which they are made to minister to the public welfare, will be found fully described in this most interesting report which now lies before us.

The Commissioners have been able to arrive at some definite conclusions, and to make various specific recommendations. They recognize the great benefits to be derived from an early training in handicraft—a theme on which we had lately some remarks to offer in our own columns. They recognize, however, along with every true educationist, that the best preparation for technical study of the higher order is a good modern secondary training; and as examples of the kind of thing which they consider excellent they mention the Manchester