

Whose poetry was
For all the world, like outler's poetry
Upon a knife—Love and leave me not.

(Of all the familiar objects of domestic life, it may be remarked, in conclusion, none are so intimately connected with our deepest feelings and most cherished memories as rings. The spousal ring touches the chord of all that is noble and elevated in either sex; it is "the enchantment of human life," calling up devotion and chivalric tenderness in man, and mellowing the kindly impulses which draw the maiden to all that is good into the most intense and self-denying love for man. Friendship and departed relatives leave their mementoes with us in rings. Who cares for a ring that has no fond memory clinging to it? The whole life history is compressed in the wedding ring. Love, loss, chastisement, endurance, the false life of the past dropping away, glimpses of the perfect future revealing themselves, the unfolding of aims and hopes that are the buds of our race's development—such winged thoughts hover around wedding rings. There is no romance, for those who can read it, like that of an old wedding ring. The thoughts it awakes in a contemplative mind are precious as its own gold, bright as its lustre, and boundless as the circle of eternity.—*Brooklyn Eagle*.

WHO SHALL MAINTAIN TECHNICAL SCHOOLS?

Technical instruction, with a view to facilitating and improving industrial methods, thereby maintaining that superiority in manufactures which alone commands the world's markets, continues to grow in favour in Britain as well as on the Continent. But with this characteristic difference, that while the latter are largely and in some instances exclusively under the patronage of the State, the former are left to private or associated enterprise. Thus far the experiment under both systems has worked out satisfactory results; but as the voluntary system has to contend with serious odds, to competition with the paternal governments of the Continent, the question of how to maintain and increase the efficiency of this system of instruction is engaging the attention of thoughtful minds to an extent rarely known before. While it is true that the Government is not a contributor to their support, it is to be observed that Parliament is by no means indifferent to their success; in

evidence of which we may refer to a Royal Commission on Technical Instruction, which was recently authorised to make an inquiry into the subject in all its bearings, and to whose recently submitted report we have heretofore alluded. The report presents evidence of a conclusive character as to the efforts which are being made by other nations to fit themselves to compete with Britain in every branch of industrial activity. Governments are vying with municipal authorities and private individuals in establishing and endowing institutions of the most varied character; all of which, however, has the same end in view, viz., that of fitting their populations to meet the constantly increasing demands made upon them by the growing necessities of the time. Technical instruction, it is admitted, could not teach a trade; it could not supersede workshop experience; but while valuing that experience, the Commission do not shut their eyes to the fact that it often resulted in mere mechanical routine knowledge. What was wanted was not mere experience, but intelligent experience, and that could only, or at any rate could best, be gained by systematic training in the scientific and artistic principles which underlie every industry. To insure that training the discipline and opportunity afforded by a school were essential. Continental nations were certainly doing more of this kind of systematic training of their industrial workers of all classes than England had hitherto been in the habit of doing. The success which had attended these efforts was shown not only in the existence of gigantic manufacturing establishments, but also, and perhaps especially in the great perfection of manufacture to which many of these had attained, and in the keen competition they were able to maintain with English products. It was the universal opinion in these countries that without these technical schools for high and low, results of this character could not have been arrived at, and the greatest apprehension for the future welfare of their industries, expressed by intelligent foreigners, was that England should some day or other awaken to the necessity of placing her industrial instruction on a similar footing. Thus, admitting that France, Germany, &c., had done more for systematic technical instruction than had been done in Britain, the question was, what are the best means of remedying the evil? The Technical Commis-

sioners by no means approved of the wholesale introduction of Continental methods. They felt that each country must work on its own lines, and the only way to secure permanent progress was to expand and extend the system under which they had been accustomed to work. Abroad, as already stated, almost all the technical schools were State supported, and, hence, to recommend the adoption of principle that in England would be only to court defeat. Nor did the Commissioners find wanting among English institutions examples of technical schools which might be placed on a footing of equality with any of a similar character elsewhere, both as regarded efficiency and the influence they were exerting in the improvement of the industries they were designed to advance. What was chiefly needed was the multiplication of such schools, and the attainment of that object could only be effected by a general consensus of opinion as to the importance, or rather the necessity, of the kind of instruction which such institutions afforded. And as this can only be obtained by exciting a widespread public interest in the subject among the people themselves, if labour and capital will join hands in the work the result would not be doubtful.

About all that is said in favour of the experiment in England is not less applicable to the present state of the question in the United States. There is a general recognition of the importance of multiplying and maintaining these technical schools, but, unfortunately, the disposition is to fall in line with the Continental plan of throwing the burthen of their support upon the state rather than to make them self-sustaining by private enterprise. Hence we have schemes for incorporating technical instruction with the curriculum of the public schools, in addition to music and painting, and the languages, for which in the aggregate, the taxpayers of this city alone have to pay about 4,000,000 dols. per annum. The Free Academy, or University of the City of New York, we believe, is at this moment making some experiment of the kind, but with what results we have yet to learn. It is scarcely in accordance with the fitness of things that the hand-saw and jack-plane should be mixed up under the same roof with Greek and Latin, though it would doubtless make no inconsiderable addition to the army of ten thousand placemen who are now drawing salaries from the municipal