

two years at the trade they propose following. There are special schools or courses for the teaching of agriculture, textile manufactures, building trades, mechanical engineering, chemical technology and the like. In some places classes are held on Sundays for the benefit of those workmen who cannot attend during the week, either by reason of all their time being occupied or because of the distance at which they live from the institute. That these educational advantages have enabled the manufacturing population of Germany to overtake and in some cases surpass the British workmen in various industries is undeniable.

During the last forty years great strides have been made in England by the establishment of local art and technical classes in connection with and under the control of the Science and Art Department at South Kensington. These classes are, as a rule, well attended, but, except as regards the art and designing teaching, the latter is largely theoretical, and the designation "technical" seems to be somewhat misapplied. The German schools are essentially practical, and there is no difficulty apparently in obtaining a full attendance of students. The British workman, on the other hand, has a deep-rooted aversion to sacrificing any portion of his leisure to the task of improving his knowledge or practising new devices in his business, hence, of the numerous pupils at the classes of the science and art department, comparatively few are actual workmen, while, as noted above, it is generally a "sine qua non" at German technical schools that the student should have some manual experience as a tradesman before being eligible to admission. One result has been that within a very recent period German firms have become competitors against old-established British companies for the supplying of foreign

markets with locomotives, steam engines, engineering tools, and so forth. Again, the manufacture of hosiery, which was formerly a staple trade in Nottingham, has now to a large extent been monopolized by Saxon weavers, who are enabled by their skilled training to give better workmanship, improved designs and a cheaper finished article. This statement is equally true of glove-making, a business which has literally been destroyed in Nottingham through German competition.—*Montreal Witness*.

There were three great elements of education. First there was information which would be directly useful for their career in life. Then there was the element of training—those subjects which they taught not for their direct use, but because they exercised the reasoning powers of the mind, because they were to the mind what gymnastics were to the body. Then in the third place there was culture. Under that head he included not merely the refinement of taste which was brought about by the study of the arts, but the mental improvement which followed the reading of all that was best and loftiest in literature, and they might add to that the study of history, which enabled them to form their own ideas upon political and social subjects.—S. James, Head Master of Rugby.

THE WESTMINSTER CONFESSIO.

OUR Presbyterian brethren have just been commemorating in meetings, and by lectures and addresses, the 250th anniversary of the adoption of the Westminster Confession by the Church of Scotland. As English Churchmen, who desire to see a drawing together of the