

in its infancy, is being constantly enriched by new discoveries, and is capable of wide expansion. The indigo substitute is the last of these discoveries, the importance of which is apparent when it is stated that the vegetable dye costs at wholesale in Europe \$2.20 per pound, while this aniline substitute for it, which yields a scale of perfectly solid, permanent colors, can be produced synthetically in exhaustless quantities, and sold at a profit for 14 cents per pound. Besides this cheapness, the colors obtained from the substitute are preferred to those obtained from the agricultural growth. Here is a field for the unrivalled aptitude of our citizens for invention and for the improvement of processes in manufactures. Consul Mason, of Basle, Switzerland, has supplied our State Department at Washington with a full line of samples of beautifully dyed fabrics, embracing 120 colors and shades of colors. We cast these hints before the eyes of capitalists, hoping that they will become food for reflection, and mature into practical results.

-Western Dry Goods Trade.

TECHNICAL EDUCATION.

(To the Editor of the Montreal Witness.)

SIR,—Now that manufacturing is looking up and brightening it may not be amiss to make a few remarks on Technology as applied to manufactures, if you will allow me space in your valuable paper.

The American papers lay great stress on this and complain that they have not as many technical schools as are needed, while they have some in New York, Lowell, Boston, and in most of the cities of New England. In a small place like Brasher Falls, they have a technical school where drafting, designing, and weaving in all its branches are taught, and where a paper is printed monthly, wholly devoted to weaving, designing, and drafting.

The city of Rochester (population 90,000) supports its industrial school, while we have in the whole of Canada not one school of Technology. Could there not be one at least in the city of Montreal? In the McGill we have one of the best colleges in America, and with all the other academies and schools there is, perhaps, not another city in America that can boast of as good educational privileges.

In the city of Chemnitz, Saxony (90,000), compulsory education at the age of 14 is the rule, as it is throughout Germany. The curriculum of most of the schools embraces more of an industrial than a classical course. It is this more than anything else that makes Chemnitz the manufacturing centre it is.

In a work published in London, England, by Mr. Feldin, a native of Nottingham, but who has been manufacturing hosiery at Chemnitz for the last twenty years, he reminds the manufacturers of Nottingham that Chemnitz has taken away their trade in gloves and is undermining their trade in hosiery. He asks why the Germans, whom he regards as inferior to the English "in physical strength, in energy, and in natural ability," have been able "to take the bread out of the mouths" of the latter? and he tells them that the reason will be found largely in the educational advantages which the inhabitants of Chemnitz have enjoyed in common with the people of other towns in Germany.

The English have made great strides of late years in the establishment of art schools. If England bewails the great want of industrial education, if an English manufacturer in Germany (a veritable Anglo-Saxon) of such experience as Mr. Feldin can address his own people in a similar strain, and point out the difference between the good effects of the educational system in the one country and the bad effects in the other, what must Canadians say?

What use is it though we have a high protective duty if we have not the industrial ability and knowledge upon which so many of our population must necessarily depend to compete with foreign and more experienced countries?

The educational system of Canada seems to run wholly in the one groove, thus leaving our manufacturers for the most part dependent on immigrants, and allowing our own population to grow up in laziness and crime, or cross the border to find common work. How many a young man, after having gone through school, looks with disdain upon a factory hand, a labourer or a farmer, although he himself cannot do more than stand behind a counter from six or seven in the morning till nine or ten at night. Now, I ask, is this right?

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