Noticeable Articles.

The subject of Technical Education is attracting great attention in England as well as in this country. Englishmen are alarmed at the rapid progress their continental rivals are making, and at the preference they find given in the markets of the world to the manufactures of other countries over their own, and they rightly attribute it to their backwardness in technical training. They have, for instance, nothing to show that can for a moment compare with the magnificent scientific colleges and trade schools of Germany. Their awakened interest in the subject finds expression in many articles in their periodicals. In the Contemporary for August there is a paper on the Study of Science by that eminent man of science, Sir John Lubbock. It is an address delivered on the unveiling of the statue of Sir Josiah Mason, the wealthy Birmingham manufacturer who has founded and endowed the splendid Mason Science College in that great manufacturing city, itself a monument of the change which is going on in English education. After quoting from the reports of Royal Commissions, that had been appointed to inquire into the subject, Sir John says:

"Speaking two years ago at Bristol, I pointed out how much science is still neglected in our endowed schools. At the time, the statement was much criticised. I was told I was speaking of a time many years back; that the course of instruction had been greatly improved; and some even went so far as to lament that classics were being neglected for science. Accordingly I moved for a new return, which has been issued within the last four months, and shows, I regret to say, but little improvement. Two hundred and forty schools have sent returns, and it appears that in fifty-four of them, or over 20 per cent, no science whatever is taught; in fifty, one hour is devoted to it per week; in seventy-six, two hours, or less than three; while, out of the whole number, only six devoted to it as many as six hours per week. It is clear, therefore, that, in spite of all which has been said, very little progress has been made in this respect. Our schools are generally more industrious, but, remarkable as it may appear, Latin and Greek absorb more time than ever. . . . Commis-

sions after commission—those of 1861, 1864, 1868, and 1873,—have deplored the neglect of science and modern languages, and yet . . . there were, according to the Technical Commission last year, only three schools in Great Britain in which science is fully and adequately taught."

Sir John says justly that scientific men are no enemies to the classical form of education,—there is room enough for both. They only argue that this monstrous disproportion should cease, and it is because the old-fashioned schools and colleges cling so blindly to their old-fashioned curriculum, that new institutions like the Mason Science College are rising up all over the land.

In the Nineteenth Century for October, Thomas Wright, "Journerman Engineer," touches on the subject in a paper entitled "Our Craftsmen." Mr. Wright is a real workingman, and the author of an excellent book on the education of workingmen. He speaks of the incalculable value of science classes to workingmen. "Engineering," he says, "is, I take it, a trade that would be as largely benefited as any by a sound and generally available system of technical education; and that trade has gained more in the way of such education from the institution of the Whitworth Scholarships than from all the efforts of the Government Science and Art Department. The scholarships have been founded with princely munificence, but their successful results are less due to this fact than to the judgment and common sense displayed by their founder, Sir Joseph Whitworth, the well-known engineer, as an organizer. The competitive examination for these scholarships is not in the 'bookish theorie' alone,—is not mere paper-work answers to a string of examination questions. . . . Each candidate has to give proof of his skill in handling tools and using the materials of his craft, and that in no amateurish fashion. That is the prime condition, and the manipulative skill and the bookish knowledge are so arranged as to act and re-act upon each other in such a fashion that the competitor whose technical knowledge, on the whole, is the most practical, and the most readily susceptible of being practically applied, stands the best chance of success. . . . A man holding one of these scholarships may, with a considerable amount of confidence, aspire to the higher positions in the trade; and, on this ground, men of social standing above the artisan classes, and who aim only at the higher positions, compete for the scholarships."

In the October number of the Fortnightly, Sir John Lubbock has a paper on "Manual Training in Elementary Schools," a subject which is just now attracting so much attention in this country. He is