

as to the view that is taken here. The work of our own schools as touching the needs of that commerce will do well to guard the same point. It is a mere idle dream to suppose that, in the near future, Germany or France will lay aside their speech and adopt, even for business purposes, the English language. Rather will it continue to be, as it is now, that those who would take an efficient part in the commercial and industrial intercourse between the great English, German and French-speaking peoples, must know at least two of these languages. Germany realizes this, and is adapting herself to conditions as they exist. In all of the large manufacturing concerns in this locality are to be found young men or young women who can read, write, and speak both German and English, and who can prepare business forms and advertising matter in both languages. Our own manufacturers are coming to see the importance of a similar equipment.

Each year is emphasizing the necessity. The acquisition of our Spanish possessions adds a yet newer factor in our school work, as it shall touch the needs of commerce. The demand for those thoroughly trained in modern languages and with an aptitude for business is already here. Our schools must aid in satisfying this demand. Whether this is a work for the Public School, as it is regarded in Germany, for the intermediate college, or for the technical school, or for a school created for the purpose, is a question not easy of answer. One or the other, or all, must set about its solution, or to our own shores, as already to England, will go the trained German ready to take the positions which the needs of a world-wide commerce have created and which the American manufacturer and exporter must find someone competent to fill. — *Ohio Educational Monthly.*

WOMEN IN EDUCATION.

THE CANADA EDUCATIONAL MONTHLY is thoroughly at one with Prof. De Garmo, Cornell University, on the question of the new Sisterhood. What the Professor sees in the United States of America, is equally plain to the seeing eye in Canada and the United Kingdom of Great Britain. The exploitation of women, is simply the robbing of the few for the enriching of the many.

"The Public School has thus far been developed by the exploitation of women. In the last fifty years the experience of the race has been reversed. At the beginning of that

period men were still the teachers of children, as they had been since civilization began. At its end we find that over ninety per cent. of all teachers in New England, for example, are women. When the new business of universal education was seriously undertaken by the people of the United States, they discovered a new economic force which they have exploited as they have their forests, their soil, and their mines. It was low-priced labor by women.

Whether the economic position of women is worse than it would have been had the Public School not