American and Canadian Teachers to Visit England

the visit, during the ensuing autumn and winter, of a number of American and Canadian school teachers to this country in order to study our educational institutions, more particularly those concerned with primary, secondary, and technical education, manual training, and the training of teachers; and it is expected that between September and January next some 1,000 teachers, arriving in parties of about 50 per week for a stay of from one to two months, and returning not later than March 15, will be landed on our shores, says the London Times. This will be practically a counterpart of the visit of English teachers to the U.S.A. and Canada in 1906-7, organized by Mr. Alfred Mosely, C.M.G., who had previously rendered such patriotic service to the cause of industrial and general education by conducting to the United States, at his sole expense, the Industrial Commission of trade union experts in 1902, and an educational commission of educational experts in 1903. Mr. Mosely had intended to follow up the visit of British teachers to the other side of the Atlantic two years ago by a return visit of American teachers last winter; but the project fell through, owing, as was understood at the time, to the refusal of one steamship company to co-operate in the arrangements for cheap transport. This time the scheme is being undertaken on the American side by the National Civic Federation, an organization for the betterment of the people and the practical discussion of questions of public utility. This 'society is especially interested in the growing demand for trade and industrial education. But over there men see more clearly than has hitherto been the case in England that technical and industrial education can never be a substitute for, but must rest upon the foundation of, a sound general training; and inquiry into the whole fabric of English education would be regarded as essential to the object which this society has in view. Its educational department is under the direction, among others, of Dr. Nicholas Murray Butler, president of Columbia university, New York, well known on both sides of the Atlantic as one of the foremost educationists of the day, to whose advise and assistance the Mosely Education Commission of 1903 was so largely indebted. President Butler's name is a guarantee that any scheme of educational inquiry with which

RRANGEMENTS are in progress for

For the transport of the visiting teachers to and from this country the promoters have secured the co-operation of the International Mercantile Marine company, representing the American, Dominion, Red Star, and White Star lines. To Mr. Bruce Ismay, of Liverpool, in particular, are due the thanks of all who are interested in international education, for his patriotic action in transporting the English

he is concerned will be carefully thought out

and intelligently directed.

teachers in 1906-7 across the Atlantic and back for a nominal charge sufficient to cover the cost of food, but leaving little or no margin for that of transportation. We gather that similar generosity is being shown with regard to the forthcoming visit of Transatlantic teachers to Great'Britain. Such arrangements, of course, are practicable only in the "slack" season of Transatlantic communication, when the rates of passage are in any case lower than during spring, summer, and early autumn, and the boats run without their full complement of passengers; but even then the directors of steamship companies might not always acquiesce in positively unremunerative terms for the sake of promoting international education, and all credit for their action may be given. On this side the arrangements for the reception of the visitors, and for their investigations, will be managed by reception committees in London and other important centres-Birmingham, Cardiff, Liverpool, Leeds, Manchester, Newcastle, Sheffield, Edinburgh, Glasgow, etc.-headed by civic and education officials in the respective districts, with the active co-operation of many of the teachers who visited America during the winter of 1906-7. Among those who have responded to Mr. Mosely's invitation to serve on the general committee of reception are the Archbishop of Canterbury, the Bishops of Manchester and Ripon, the United States Ambassador, the Vice-Chancellor of Oxford university, the headmaster of Eton, Mr. A. J. Balfour, M. P.; Sir William Anson, M. P.; Mr. McKenna, M. Sir Robert L. Morant, Professor Sadler, Dr. G. R. Parkin, Lord Reay, Canon Scott Holland, the Lord Mayors of the cities and towns mentioned above, the mayors of several other important provincial boroughs, and most of the members of the Mosely Educational Commission of 1903. Given good organization, such as that which helped the work of the British Commissioners and teachers America, the American teachers will find no lack of willing guidance and expert assistance. The visiting teachers, we are informed,

will come from all parts of the country, principally from elementary, secondary, and manual training schools, a large proportion of them being ladies, who in America are in a large majority in all grades of the teaching profession below the universities. In the elementary schools of Chicago, for instance, some three or four years ago, though there was an equal number of male and female head teachers, barely one-twentieth of the assistant teachers were men; the main cause, no doubt, being that the salaries offered are not sufficient to tempt them in face of the more lucrative openings for any young man of brains and push. It was noted, indeed, by the Mosely commissioners as a curious anomaly in American education that a people which so thoroughly appreciates the value of education, and acquiesces so cheerfully in expenditure

upon school buildings and plant that would horrify the British ratepayer, has not fully grasped the fact that it is the human factor in education which, after all, matters most, and that for any school system to be thoroughly efficient, there must be liberal expenditure not only on material, but on brains. Professor Sadler constantly preaches this doctrine to county councils and others that ask his advice; and though, as things now are, our American visitors will find in English schools a larger proportion of male to female teachers than they are accustomed to at home, grave fears are being felt in some quarters that English education is drifting too much into the hands of women. In secondary schools the absence (as yet) of any extensive application of the 'co-educational" system makes this difficulty less felt here. With us, boys' schools are as a matter of course staffed by men, and girls' schools by women. But over there it is not impossible to find in the most up-to-date 'high"—that is, secondary—schools, educating boys and girls in almost equal numbers, a lady principal, with a staff of nearly three times as many women as men. In the Eastern States, with their great manufacturing centres, it is said that, for secondary education at any rate, separate schools for boys and girls are being more and more preferred; and, if it be the case, as this seems to show, that American educationists are not unanimous upon the co-educational principle, our visitors may find in our English system material for comparison with their own that may help them in their efforts to secure educational perfection. America is the land of educational experiment to a degree unknown in a country where old traditions, social and other, and (for elementary education at any rate) the uniformity begotten of central administration have a tendency to stifle originality and healthy freedom of experiment. Co-education is as yet in its infancy-here, and it is still uncertain whether a system extensively adopted elsewhere can be transplanted successfully to a different soil and different social conditions. But the problem of how to secure an adequate proportion of men teachers concerns this country as well though not so acutely, as it concerns America; and on this, as on other educational topics, increased knowledge by one nation of the theory and practice of another is valuable, not to enable one to imitate another, but that each may see how others, mutatis mutandis, are dealing with problems akin to their own.

The visiting teachers we are told, will be especially interested in manual training and in technical instruction generally. It may be Though each state makes its own educational doubted, however, whether they will find on laws, and there is no central authority imposthis side of the water much that is new or helpful to them in this direction. Manual training, as an essential ingredient in both primary and secondary education, is not yet as fully recognized here, either in theory or in practice, as it is in the educational systems of the United

with kindergarten methods and occupations; but we do not systematically carry it further in schools for older scholars, and the workshop or the cooking-stove is not yet, as it should be, a necessary part of the equipment of every elementary school. The public grumbles that children are not taught what is most useful to them in life, but it does not like to pay for additional appliances for such teaching. technical instruction we can show a better front. We have not, perhaps, a system of trade schools equal to those of New York or other large American cities. But our system of evening classes in London, Manchester, Liverpool, and many provincial towns will challenge comparison with anything in America or in Germany; while all over the country there are well-equipped technical institutes which, so far as buildings and plant go, leave little to be desired. The Manchester Institute of Technology, for example, need fear no comparison with (say) those associated with the names of Pratt at Brooklyn, New York, of Drexel at Philadelphia, of Armour at Chicago, or even with the great Massachusetts Institute of Technology at Boston, familiarly known as the "Boston Tec." Our weakness is neither in buildings nor appliances for technical instruction, nor in men well qualified to give it, but in the defective general education of those who come to them from secondary schools. We are on the way to remedy this. Our local authorities are addressing themselves more or less energetically to the much-needed provision of good, sound secondary education; and our visitors will find many new county high schools, which, if not so lavishly equipped as their own, may have something to teach them as to methods of instruction and thoroughness of work. One thing may surprise them not a little-that in English secondary schools little or no attention is paid to the teaching of the mother tongue and of its noble literature, whereas in America the teaching of English seems to have struck the Mosely commissioners and others as the best part of the work in

many of the high schools. On one point that is perplexing our educational authorities there is or was, not long ago equal perplexity in America-namely, the transition from primary to secondary schools, and such correlation of their respective curricula as may render the transition easy and natural. In the United States, more han with us, public education is, in theory and o some extent in practice, a continuous whole from the kindergarten to the university. ing uniformity of curricula and administration from the Atlantic to the Pacific, there is virtually over all that great continent a truly national system of public education, springing from the people, controlled by the people, and resting upon the fundamental principle that

States. We begin it in our infant schools, the first and most necessary duty of a democratic state towards its citizens, in the interest of civil order and well-being, is to educate them for the efficient discharge of their citizenship, and to give every one an equal start in life. Among the practical difficulties in the application of this theory is that of co-ordination. The Americans have not yet solved it themselves; they will, no doubt, be interested in such attempts as are being made to solve it in England. They are making many experiments, for they are freer to experiment than Whitehall allows English teachers to be; and the direction which the most fruitful of such experiments have taken is that of introducing some of the high school subjects, such, for example, as algebra, history, or Latin, into the upper grades of their primary schools. As our own local authorities, to whom the Act of 1902 has given the power to deal with both primary and secondary education, and the duty of coordinating them, get under their supervision a better supply of secondary schools, such experiments will be possible here. Of the need for facilitating the transition between elementary and secondary schools, if higher education is to be accessible to the children of the artisan classes, there can be no doubt. The more promising scholars in the higher standards of an elementary school are capable of beginning to face the difficulties of higher subjects before they leave it; and, unless their mental growth receives such fresh development, there is danger that they may stand still, and that while they are, so to speak, marking time, a valuable period of growth may be wasted, and they themselves may be unduly discouraged by the first stages of the secondary curriculum. Any hints that our own and the American teachers can give each other from their respective experiences may in time bear valuable fruit.

> Many other topics of educational interest ight be suggested upon which interchange of ideas between two great countries, working out each its own educational salvation under somewhat similar conditions, may be fruitful of good result. The Americans and ourselves have, at any rate, this in common with regard to education, that our systems are not, as that of Germany, scientifically thought out beforehand and dictated by competent authority, but are gradually evolved by freedom of experiment, through much uncertainty and many mistakes. Each is a free people feeling its own way along the same road, and the experience of each may be suggestive to the other. No harm, and possibly much good, will result from in-ternational intercourse between teachers and educational administrators on both sides of the Atlantic, which Mr. Mosely has done so much to promote by large and liberal expenditure, as in the case of his commissions of 1902 and 1903, and by the active part which he has taken in bringing about the visit of English teachers to America in the winter of 1906-7, and the coming visit of trans-Atlantic teachers to our shore.

Franco-British Exhibition

HE educational section promises to be par-ticularly interesting and valuable among the more serious features of this exhibition, A prominent position has been assigned to it by the executive committee, and a very complete scheme is being carried out, in which two main objects have been kept in view; one is the promotion of the interna-tional entente, and the other a comprehen-sive display of the principles and methods of our national education in all branches from top to botnational education in all branches from top to bot-tom. Nothing of the kind has been attempted before at home, though contributions representative of Bri-tish educational systems and results have on several occasions been made by the government to interna-tional exhibitions abroad, at which increasing attentional exhibitions abroad, at which increasing attention has been paid to the subject of education in recent years, says the London Times. These have been very instructive in their way—to other countries; but no adequate demonstration of the magnitude, methods, and results of our educational activity has ever been put before the British public at home. In utilizing the present opportunity to supply that want on a complete scale the exhibition is performing a real public service; for information on the subject is badly needed among us. In spite of all that is written about education—indeed, to some extent because of it—great ignorance about conditions at written about education—indeed, to some extent because of it—great ignorance about conditions at home prevails. We really do not know what we have got. Writers who set out to enlighten the public are constantly extolling the institutions of other countries and disparaging our own, not always according to knowledge. It is time to take stock and see how we stand; and that is just what the exhibition will enable us to do. It will afford all who care about education a unique opportunity of studying the actual condition of things in this country. To use the words of the chairman of the section, Sir William Mather:—"The scheme devised will, it is hoped, have the effect of proving to the inhabitants of the British the effect of proving to the inhabitants of the British Isles that no class of the public is without facilities for education more or less adequate; and that for the masses of the people—the working classes—such fa-cilities do not compare unfavorably with those en-joyed in Germany, America, and France." That is a cheering message and timely. If people know that they are getting something for their money, instead of rather less than nothing, as they are often told, it of rather less than nothing, as they are other took, which is apt to weary, but cannot be shirked. "It is hoped," continues Sir William, "that a great stimulus may be given to parents throughout the kingdom in seeing and comprehending these facts to make them realize that the education of their children is their greatest duty in life and that personal sacrifices, even amongst the poorest classes, should be made to enable their children to enjoy similar opportunities to those possessed by the children of other enlightened countries."

The Hall of Education, assigned to the section, is The Hall or Education, assigned to the section, is about 300 ft. long and 150 ft. wide, and the architectural effect of the exterior will be dignified and impressive. It lies opposite the entrance in Wood-lane, and is the first building on which the eyes of those who enter that way will fall. Visitors on their way to the beautiful court of honor, previously described (in The Times of April 2), will pass through it or by it; and as the Court is certain to be one of the great-est attractions in the exhibition, it is evident that a est attractions in the exhibition, it is evident that a very favorable position has been assigned to the Education Hall. It will be flanked outside by a large garden with flower-beds, shrubberies, and lawns, which will provide space for showing physical exercises, drill, games, and so forth. Here also children's gardens will be exhibited as an element in education, and some aspects of nature study will be illustrated. In the interior the chief decoration will be of deep frieze, extending along three sides of the hall and representing the successive steps of education from in-

fant school to university, with allegorical present-ments of the virtues which true education should de-velop. The subjects and scenes forming the frieze will be designed and drawn by students of the Royal School of Art, South Kensington, and will constitute the exhibit of that school. Below the frieze will run mottoes relating to education, science, art, literature, and conduct, the lettering of which will also be executed by students of the South Kensington school, whose names will be inscribed in connexion with the work done by them. At one end and covering the whole surface of the wall will be displayed colossal maps of the British Isles, showing the exact geographical position of every school in the kingdom. One series will show elementary schools only, others the secondary and technical schools and the universities. Space between the maps will be occupied by columns of statistics, giving the population of localities, number of children employed, results and cost of education, with other information, all printed in large characters. The object of this series is to show geometric the content of the con graphically the provision for education in proportion to population and the facilities existing in all branches. The maps will be prepared by Mr. Bartholomew, of Edinburgh. In a central position between the maps there will be a large painting of the Rose, Thistle and Shamrock by a student of the Royal School of Art

other walls and the floor of the hall will The other walls and the noor of the hall will be occupied by exhibits showing in detail the methods and results of the educational work carried on in about 160 institutions representative of every grade of education and for all classes of the youth of the United Kingdom. A "ladder" of education will be shown by the Education Committee of Manchester from the infant schools to Victoria University, and a similar one will be contributed for Lorder. similar one will be contributed for London by the Education Committee of the London County Council. Technical education and manual training in all parts of the country will be shown by a grouped exhibit on a large scale prepared by the Association of Technical Institutions. All the larger and many of the smaller towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of the smaller towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of the smaller towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of the smaller towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of the smaller towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of the smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, and Wales will be smaller towns in England, Scotland, Ireland, Scotland, Ireland, Scotland, Ireland, Ireland, Ireland, Ireland, towns in England, Scotland, Ireland, and Wales will contribute illustrations of various branches of education; and the special schools for the blind, the deaf and dumb, the feeble-minded, and the crippled, industrial schools, Froebel schools and kindergartens will all be represented. Other special branches of education are the arts and crafts schools, art and drawling schools, which will be conspicuously displayed. Agricultural schools and their methods will be represented by the county authorities. Then there are the great by the county authorities. Then there are the great public schools and grammar schools and the university

by the county authorities. Then there are the great public schools and grammar schools and the universities, both old and new. But even these do not exhaust the list. Several government departments—the Home Office, Local Government Board, War Office, Admiralty, the Scotch and Irish offices—maintain special schools, which will all be included in the scheme.

In addition to all these standing exhibits a series of lectures, illustrated by lantern slides, will be given on the educational work of important towns and counties; and for this purpose a lecture pavilion, seating 300 persons, will be erected on the ground adjoining the hall. It is intended to issue a weekly programme of proceedings for these lectures, which will be delivered by lecturers supplied by the tiwns concerned. Thus London, Liverpool, Manchester, Edinburgh, Dublin, Belfast, and many other places will have the opportunity of explaining their institutions and methods by means of lectures and photographs of scenes specially taken from school life at work and at play. It may be possible to have a London week, a Manchester week, and so on, time being allotted according to the importance of the several subjects. It is also expected that during the six months the exhibition is open addresses will be delivered by distinguished Frenchmen on the principles, methods, and progress of education in France, particularly in agricultural and industrial education, and training in

science, art, and literature. The aim of the committee is to give a living and graphic demonstration of our educational activities, such as will not only appeal to experts, but will excite interest in the minds of the people and lead them to appreciate and take advantage of the extensive facilities now, existing, but capable of further improvement, for training up a wise and understanding people in the future.

A special feature which has already excited public

A special feature which has already excited public interest and is sure to be highly popular is a visit of French school children. In promotion of the entente side of the exhibition and in order to demonstrate it in an instructive and picturesque manner, the chairman of the advention group her threath the lind affects. an instructive and picturesque manner, the chairman of the education group has, through the kind offices of the president of the French section, M. Dupont, Senator of France, entered into arrangements with members of the French government, the minister of public instruction, and the president of the municipality of Paris, for a number of French school children and their teachers to visit the arbitistic. pality of Paris, for a number of French school children and their teachers to visit the exhibition during the first week in August. The President of the Republic and the Minister for Foreign Affairs have heartly sanctioned the project; while our own Foreign Secretary has communicated to the British Ambassador in Paris the sympathy and good will of the British government. This is probably the first occasion in history in which the holiday movements of elementary school children have occupied the attention of high diplomatic circles. The project includes arrangements for a "children's week" in the education section. During this week an equal number of tion section. During this week an equal number of English children and their teachers will be associated with the French party in school work, jointly and separately, according to a programme, the details of which have still to be arranged. Oral teaching will be the form of class work exhibited, and it will be applied in selected subjects such as may be carried on which have still to be arranged. Oral teaching will be the form of class work exhibited, and it will be applied in selected subjects such as may be carried on by question and answer. For instance, both sets of children may be questioned on subjects such as nature study, which will exercise the thinking faculties. Prizes will be awarded for the most satisfactory answers. An international competition of juvenile intelligence ought to be exceedingly interesting. Physical training exercises will be performed in the garden, and games and drill will be other spectacular items. It is also hoped to have tableaux vivants in costume, in which the French and English children would represent scenes from the history of their respective countries; and as a closing scene to the children's week a combined group would symbolize the idea of the entente, with suitable odes written for the occasion and recited by the children in the two languages. The French authorities have entered so heartily into the project that they have undertaken to pay all expenses incurred by the visit of the French children, whose ages will range from 12 to 14 years. At the close of the week arrangements will be made to show the little French visitors the most interesting sights suitable to their age in and near London. It is hoped that during the week many English schools with their teachers will visit the exhibition as a holiday task, which could not fail to be full of pleasure and instruction.

It will be evident that the organization of It will be evident that the organization of the scheme thus outlined must have entailed a great deal of thought and labor. The chief credit is due to Sir William Mather, chairman of the Education Group, and his staff, and particularly the secretary, Mr. S. Arthur Symonds, and the assistant secretary, Mr. G. R. B. Loch, The following gentlemen form Sir William Mather's committee:—Sir William Bousfield, Sir Edward Busk, Sir E. Cornwall, M. P., Sir Henry Craik, M. P., Mr. W. Egerton Hubbard, Sir Philip Magnus, M.P., Mr. L. Magnus, Mr. S. C. Medd, Mr. Frederick Oldman, Professor Michael Sadler, and Mr. J. H. Yoxall, M.P.

"Come in, William," said the daughter of the member of the Legislature who has his home down the C. and E., as her timid suitor halted outside her father's study door. "Father, I wish to introduce my Bill in the house with hope that you will give due consideration to the same."—Edmonton Saturday

London's Shipping Devices



NE day last summer I was walking through St. James's Park and saw a crowd. Of course, I went to see what was the centre of interest and found it to be a group of lascar seamen in their loose cotton trousers and long coats, and some of them with turbans round their dusky brows. They were objects of curiosity to the Londoners gathered round them, most of whom had evidently never seen a

It is strange that London should be the leading port of the world and yet this aspect of its vast throbbing activities be so utterly unknown to the mass of its citizens. In Liverpool, in New York, in

mass of its citizens. In Liverpool, in New York, in Hamburg, Antwerp, Rotterdam, or Marseilles, the shipping is so much in evidence. No one can avoid becoming familiar with the mast-heads and derricks and docks, and all the varying types of seafaring Man. Here in London all the business of the port is poked away at one remote end of the city. You have to go and seek it out. Unless you make a special journey to the docks, you might live in London all your life and not know they are there.

The seafaring people seldom come west of Fenchurch-street. Those lascars, for instance, in St. James's Park had only been moved to step westwards by a grievance they wanted to lay before some official at the India Office. The London with which they are familiar is the London of Mr. W. W. Jacobs's tales. They know Custom House and Tidal Basin, and Connaught-road, and Manor Way and Gallions as well as you know Piccadilly and Charing Cross and the Strand. In Stepney and Limehouse and Blackwall you would know at once you were in a mighty port. The industries all seem to smack of the sea. Sailors talking strange languages are common objects of the street. No one would turn round to look at a lascar there. ing strange languages are common objects of the street. No one would turn round to look at a lascar

As we go along the line from Fenchurch-street we are never out of sight of mast-heads all the way to Gallions' Reach. First the St. Katharine and the London Docks. Then across the river the Surrey Commercial, where all day long they are unloading timber and frozen meat. Next, on the right hand, the West and South-West India Docks, with the Millwall lying beyond them on the Isle of Dogs; while, on the left hand, lies the East India Dock, where the Union-Castle boats discharge their cargoes from the Cape.

Now come the Victoria and Albert, three miles of docks, cutting right through a peninsula formed by a bend of the river, and making an island of Silvertown and North Woolwich. To run through the waterway of these fine quays and jettles on a launch, as I did yesterday, would be an eye-opener for those absurd people who talk as if the shipping trade of London were dead. There is berthing room here for sixty big ocean-going ships, as well as a great many smaller vessels. Here are the Pand Olivier from Testic were dead. There is berthing room here for sixty big ocean-going ships, as well as a great many smaller vessels. Here are the P. and O. liners from India, China, Japan. Here are the smart Nippon Yusen Kaisha boats with their Japanese crews, but always British captains ('Rule, Britannia')! There is a vessel discharging wool from Australia; there, a Canadian grain ship; and there, a frozen sheep carrier from New Zealand.

from New Zealand.

In the cold storage warehouse here they can take half a million carcases. Every day it sends out all over England beef and mutton from the other side of the world. If you are going into one of the cold chambers, step in quick and shut the door after you. No wonder you turn your coat collar up. There are fourteen degrees of frost registered by that thermometer hanging against the door. There are the sheep and lambs, row upon row, up the roof and as far along as you can see. Stacked up in another part are thousands of boxes of rabbits. Nine million rabbits pass through the warehouse in a year. Next time I have kidneys for breakfast or sweet-breads for lunch,

or ox-tail soup for dinner, I shall wonder whether they did not come from here. And the 'ox-tail' may very likely be a kangaroo-tail. Well, I'm sure I don't mind.

A large part of the grain landed in these docks A large part of the grain landed in these docks ten million pounds worth of wheat, barley, oats, and maize in a year) is turned into flour on the spot. I went over one huge flour mill of six stories, with a frontage of thirty or forty yards. It is a perfect marvel of mechanical skill. Everything is done by machinery. The whole immense place is worked by a few engineers. chinery. The whole immense place is worked by a few engineers. Even stokers are dispensed with. There is an automatic coaling arrangement, and the feeding of the enormous fires only requires the labor of one man. Is it any wonder there should be so many unemployed?

From the moment the grain leaves the barges which bring it alongside, until it is ready for delivery; done up in sacks, as flour, it is dealt with entirely by the machine. It is sucked up out of the holds, carried up into the building on an endless band, turned into another elevator, and drawn up to the top of the mills.

the machine. It is sucked up out of the holds, carried up into the building on an endless band, turned into another elevator, and drawn up to the top of the milh. Then it works down through various rolling processes until it is ready for the baker's use. Equally ingentous, but equally depressing when one thinks of the displaced labor, are the arrangements at the big Silo Granary. Everything is done by the touch of a lever. The grain is even automatically weighed.

I saw also a very clever coffee machine (this is in the London Docks), which takes the berries as they arrive, strips off the husks and blows them away, sorts out the beans into various sizes, and then crushes them into the coffee of commerce which is sold in grocers' shops. I only wish someone would invent an automatic coffee-making apparatus as well.

A pitiable sidelight, by the way, was thrown on the unemployed problem the other week when aboard a vessel bound from London to Melbourne no fewer than eighteen stowaways were found. They were all anxious to get to Australia, where they had heard work was easier to get than in England. Every single one of these unfortunates was sent back to London. They put tin rat-shields now on the hawsers which tie ships up to the quays, so as to prevent the animals getting ashore. Soon they will have to devise some similar means of keeping stowaways from getting aboard.

Coming out into the river from the Albert Basin

Coming out into the river from the Albert Basin we have a long steam seawards before we come to the Tilbury docks. We have left behind us now the city of ships, with its confused silhouette against the skyline of trucks and sheets and rat-lines and peaks and yards. We are in a wide, grey expanse of water, with flat banks. Now and then we meet a big vessel coming up with the tide. But, although this is still part of the Port of London, which stretches as far as Gravesend, it is not till we see Tilbury ahead on the port bow that we get into the thick of the shipping again.

port bow that we get into the thick of the shipping again.

Here are the biggest ships of all, and if the Port Trust does its work well Tilbury Docks will soon be able to berth the hugest leviathans built. Every year the previous limit of size is overpassed. London must be able to accommodate vessels of dimensions that were not yet dreamed of when her present docks were built. The chief difficulty in recent years has been scarcity of money. The port is managed by active and energetic officials, all eager for progress. No public undertaking is in the hands of a finer staff than will be taken over by the new authority. I have given some idea of their tremendous responsibilities, and in justice I must add, that, according to the testimony of those who do most business at the docks, they acquit themselves admirably well.

If only they are provided with the means of bringing the port up to date, they will do it, and be glad of the chance. London ought to keep her place at the head of the world's shipping centres for a very long time yet.—H. Hamilton Fyfe, in London Daily Mail.

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