



Commenting on the course in agriculture taken by a number of teachers-in-training at the O. A. C. last term (the course described by Prof. McCready in these columns a short time ago), a contemporary says: "Perhaps women may be able to teach agriculture as interestingly as men, but there will, nevertheless, be widespread regret that the proportion of male teachers-in-training remains so small, in spite of all that has been done to restore the balance of numbers in the profession."

Doubtless, this regret must exist. At the same time, the disparity between the numbers of men and women engaged in teaching must be expected so long as the disparity between the salaries paid for teaching and other occupations in which men engage stands as at present. This is an era of high salaries. The average young man who knows that a successful traveller or advertising agent, or what-not, may, within a very short time, draw a salary of anywhere from \$1,000 to \$2,000 per year, with expenses, is likely to hesitate before going into a teaching profession which pays from \$500 to \$800 per year in rural schools, expenses to be deducted. Besides, he is likely to consider the cost, in hard cash, and hard work of the long preparatory Collegiate course, a business man often gets along famously with "Entrance" and a six-months' training at Business College. On the other hand, the exceptional young man may go into teaching because he knows it will keep him in touch with educational topics. But does he intend to stay there? Not for a moment. He intends to use the profession as a very temporary stepping-stone, and he looks ever, on and on to fat professorships and other opulent positions requiring brain and originality, while lining the pocket. The pocket may, and probably does, stand second, but it looms large, all the same.

And so we may keep on regretting that men, who are supposed to be capable of knowing more about agriculture than women, do not stay in the rural sections. But they never will stay there until one of two things happens: either salaries must go up—say, by reason of the establishment of consolidated schools—or the spirit of altruism must grow so strong that a man will be willing to work for sheer love of man in a section which can pay but \$500 a year. With that—the millennium?

Every day brings nearer the time of the overhead passenger vessel. Following M. Bleriot's flight over the Channel, came Orville Wright's remarkable record of July 27th, when, at Fort Meyer, Va., he accomplished nearly 50 miles in one hour 12 minutes and 40 seconds. Since then he has made a cross-country flight of 10 miles, going at the rate of 42 miles an hour. While, in fact, the dirigible—the Zeppelin type—promises to be chiefly of use as a terrible instrument of war, the uses of the aeroplane—the monoplane, as used by M. Bleriot, or the double plane adopted by the Wrights—promises to be legion, both for military and other purposes. The French War Minister says that the army of France will be provided with a "swarm of these wasps" in the early future, and other European countries are not likely to take sec-

ond place. Even Canada is not out of the race, one of the most interesting features of this summer's camp at Petawawa, notwithstanding the disastrous ending, being the experiments carried on by Messrs. McCurdy and Baldwin with the aerodrome, Silver Dart, and later with the "Baddeck I."

When the aeroplane has been perfected for military purposes, but a short step will establish it as a vehicle of rapid passenger transit. Its advantages, when imperfections shall have been eliminated, are patent. [Since the above was set in type, it has been announced that Great Britain has ordered a rigid dirigible, also three non-rigid balloons, and two aeroplanes, for experimental purposes.]

Three years ago, a group of educationists, brought together by the exertions of Dr. Patton, of Nottingham; Mr. W. T. Stead, and other well-known men, met in conference in London, Eng. The object of the conference was to consider what means might be employed in the schools to "impart higher ideals of conduct, to strengthen character, and to impart the desire to work for social ends." As a result, an inquiry into the subject was instituted in Great Britain and her Colonies, the United States, and some European countries; and in the following year, at a meeting over which Mr. Jas. Bryce presided, commissioners were appointed to prepare reports on the methods of moral instruction and training in the schools of Great Britain and Ireland, France, Germany, Switzerland, Belgium, Norway, Denmark, Canada, Australia, New Zealand, and Japan. The report of these investigations has recently been issued in two comprehensive volumes, (1) The United Kingdom, (2) Foreign and Colonial.

The workings of the committee and the publishing of the report have not been heralded by blare of trumpet—only sensational things challenge the attention of the world—but they have joined silently with the forces which are surely inscribing another high-water mark on the records which indicate progress. The physical ideal, the purely intellectual, have had their day. In the twentieth century, which may cull the best from all the centuries, men recognize the deficiency which has not particularly emphasized "higher ideals of conduct," and which has glorified individual, to the overlooking of "social ends." Man's duty to his neighbor is not an unimportant consideration, and the future which will attempt to inculcate a sense of it from the cradle up, is promising.

Among the ironies which public occurrences often afford, may be placed the publishing of Prince Kuropatkin's pamphlet, for the Russian Parliamentary Committee, at the precise time of the Czar's recent visit to liberty-loving England. The pamphlet makes startling revelations, and shows what political repression means under the government of the "absolute" monarch. "It is there shown, on official and public evidence, that the prisons are so overcrowded with political and common offenders that in many gaols five prisoners are crammed into the small cubic space constructed for one, and that, in consequence of the

overcrowding, scurvy is common and the gaols have become pest-houses, from which typhus spreads through the cities. The iron beds and chairs are removed from the cells to make room, and prisoners live on a bare floor furnished with an open sewer. At Tiflis and other prisons, if they approach the window, they are shot from outside. At the caprice of the gaolers, they are stamped upon and beaten without mercy. The condemned are flogged up to the foot of the gallows. They are hanged while bruised and bleeding with torture. They are hanged while raving in the delirium of typhus. They are strapped to iron planks, without moving for days and nights together. They are overrun with bugs and lice. They are carted like logs to the hospital in fetters, and their irons may not be removed without the doctor's certificate of death. Women are stripped and flogged by men, and at Kazan the governor of the prison incited the common criminals to violate the "political" women, and offered them rewards. There are forms of torture which are thought too hideous to be spoken of, but they were not too hideous to be perpetrated at Riga, nor too hideous to be pardoned or rewarded by the man in whose honor the City of London prepares a golden casket. Space forbids to tell of the 160 suicides in little over two years among prisoners in their despair, nor of the hunger, strikes in protest against cruelty, nor of the starvation and misery of Siberian exiles, nor of the Government's paid agents who tempt to crime in order to betray."

People everywhere are asking, What is the matter with the schools, that pupils who have succeeded in passing examinations qualifying them for entrance upon the teachers' training course should be capable of perpetrating such mistakes as those which appeared recently, to the extent of three columns, in the Toronto Globe:

"Champlain formed the Indians into the Hudson's Bay Company."

"Hudson was the founder, and Champlain the first governor, of the Hudson's Bay Company."

"Egerton Ryerson, afterwards Lord Strathcona, was one of the Fathers of Confederation."

"Asquith is now the Poet Laurier, but is greater as a prose writer."

These are just a few of the answers selected at haphazard. There were hundreds of them, quite enough to afford the examiners an entertainment better than comedy during the hot "examining" days of July—if, indeed, the examiners did not weep, for sometimes even they have sympathetic, patriotic souls, and are capable of wailing, "My country! my country!"

What has been the matter? We give it up, but may hazard the opinion that the weakness has developed since history, as a "counter" on examinations, has been relegated somewhat to the background among the studies on the curriculum. Until a tribe of supermen and superwomen have been evolved for the teaching profession, it will always be so—subjects that count on final examinations will have due attention paid to them; those that do not will be neglected—and history, in the public schools, at least, does not occupy the position of importance that it held some years ago.

History may not, it is true, be as valuable, as a developer of the mental faculties, as some other subjects; but, as a study for culture, for inspiration, for warning, it should not be overlooked. We need more culture in Canada, not less, and students capable of giving such answers as the above cannot surely be called cultured, nor deemed very capable of exercising a strong cultural influence over the children whom they may teach. The Toronto Globe deserves credit for having brought this matter before the public in so convincing a way.

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During the Tercentenary celebrations at Quebec, last year, the lack of inscriptions to designate the scenes of historic events was frequently deplored. Since then, the Committee of History and Archaeology have taken the matter in hand, and have composed a series of tablets, to be executed in bronze. Those already prepared number twenty-five, and cover events from 1613 up to the nineteenth century. As is well remarked by "Canada," "Other cities with a history would do well to follow Quebec's example, and so help the rising generation to acquire a knowledge of the glorious story of their country, and the men of both races who laid the foundation of its greatness."

#### People, Books and Doings.

A woman, Mrs. Ella E. Young, has been appointed superintendent of the public schools of Chicago.

Rev. Arthur Lea, M. A., a graduate of Toronto University, has been appointed Bishop of Kyushu, Japan, by the Archbishop of Canterbury.

The engagement of Dr. Wilfred Grenfell, of the Labrador, to Miss Anna McClanahan, of Illinois, is announced.

Sir Charles Rivers Wilson, President of the Grand Trunk Railway System, is inspecting the Grand Trunk Pacific construction. He will spend six weeks in Canada.

Following a protest of the Audubon Society, the United States Treasury officials have ordered that \$1,500 worth of aigrettes, seized on two Atlantic liners, may not be sold by auction in New York, but destroyed.

In recognition of the literary eminence of their grandfather, and in consideration of their straitened circumstances, are the reasons given in a white paper issued for the granting of a civil-list pension of \$2.50 a week to each of the four granddaughters of Charles Dickens. The recipients are Mary Angela Dickens and her three sisters.

The experiments in patient-labor, adopted at Muskoka and Toronto Sanatoria, are proving very satisfactory. Patients are permitted to work for short periods only, just enough to give exercise and provide an interest which may minister to the mind, as the exercise ministers to the body.

A number of fine pictures from abroad, as well as from Canadian artists, are promised by the Art Department of the Canadian National Exhibition, which will be opened in Toronto on August 28th. New features will be an exhibit of photography from the best photographers