

—Manual occupations: Girls, 6.42; boys, 32.33. Total, 38.74 per cent. Clerical occupations or in shops: Girls, 12.87; boys, 30.90; total, 43.77 per cent. Teaching: Girls, 16.18; boys, 6.50; total, 22.68 per cent. Domestic Duties: Girls, only 20.50 per cent.

Advanced technical education is also adequately provided for by the State and supervised by departments responsible for each profession. Schools of agriculture by the Agricultural Department; schools of roads and bridges, by the Public Works Department; naval schools, by the Naval Department; commercial schools, by the Department of Commerce, etc. As in England, so is it in France, trade is rising in the social scale, and is drawing into its ranks persons who formerly en-

tered the professions. Wealthy merchants more frequently than formerly put their sons into their own business. Paris has two superior commercial schools, and Bordeaux, Le Havre, Lille, Marseilles, Rouen, Montpellier and Nancy, one each. At the end of the year 1897 the total number of students in these schools was given as 1042. One practical benefit the State offers as an inducement to young men to attend the schools of commerce is that four fifths of the students who succeed in getting a minimum of 65 per cent. of the marks obtainable during the old course of study are granted, in addition to the diploma, a remission of two out of the three years' compulsory military service.—From the *Age*, 12th August, 1899.

It was long a charge against the school training in the United States that history and geography practically ended with the American Republic. Except for what could be gleaned from Scripture and the classics, history practically began with the Revolutionary War. The simplicity of educated Americans as to the relations of Canada to the mother country has, for instance, long been a matter of astonishment and scorn to Canadians. English history naturally stands to all American history very much in the relation in which the Old Testament does to the New. It is an absolutely necessary introduction to it. Assuming as true the American view that the American development is far superior to that of Great Britain, it is none the less a development from what went before, and American history is no more com-

plete without the previous English history than English history itself would be. Indeed, not only is British constitutional history the stem upon which that of the United States grew, it is also the source and spring of all the constitutions in the world, so that, looking at the study of history not as information only, but as education, there is no history in the last ten centuries that begins to be as valuable as that of England. Recent developments have greatly enlarged the scope of the great nation's vision, and it seems there is now too much English history in the American schools for the liking of some of the people. The Germans want German history to be given an equal place, and the Irish have naturally taken up the fight and wish Irish history made a staple part of the course.—*The Montreal Witness*.