

DALHOUSIE'S NEW BUILDING.

The Halifax daily papers recently contained full descriptions of the new building that has been erected for Dalhousie University. We have wished to reproduce a whole or part of these descriptions, but, unfortunately, our space is too limited. We can only point our readers to the cut of this magnificent building, found on our first page, and let them in imagination gaze upon it, approach it, enter that imposing door-way, and pace the halls soon to resound with the foot-steps of eager and ambitious youths, the hope of the years yet to come. Let them, if they will, put off their imaginary visit for a few days, and then enter the various schools, sheltered under one spacious roof, devoted to arts, science, law,—witness the admirable facilities for college work, listen for a moment to the teachings of the distinguished scholars who have been drawn to these halls by an enthusiasm for their work, a faith in the ultimate triumph of steady, upward effort, and by the encouragement of generous benefactors—let our readers do this, let them take a brief glance at the past, at what a few short years have accomplished, and they will be filled with hope for the future of this fine seat of learning.

We congratulate President Forrest on the many substantial tokens of the interest of the public in the institution, which he has been receiving. Dalhousie may yet do more for Halifax than any other of its institutions—make it famous.

EDUCATION AT THE ANTIPODES.

A most interesting and instructive letter on education in Victoria, from the pen of Dr. Cameron Lees, appeared in a recent issue of the *Scotsman* newspaper. As the information contained in it has been obtained upon the spot, and the Doctor himself is an accurate, and, upon the whole, an unprejudiced observer, the material he presents to the reader may be accepted as reliable and worthy of attention. But while there are facts and statistics which are gratifying to the educationist, there are statements and inferences which, as in every country where education is secular, cannot fail to be suggestive of grave reflections.

In Victoria education is given free to all, and *all* children in the colony *must* be educated up to a certain standard whether they be willing to accept state education or not. Consequently, the whole country is dotted with schools. Even on the most distant frontiers of the colony, in the deepest recesses of the bush, on the banks of the remotest streams, where neither church nor railway station has yet been

built, there commodious and well-equipped schools are to be found. Wherever people have settled, schools have been erected.

Perhaps no country provides more liberally for education. Excellent buildings, abundance of teachers and assistants, and all necessary apparatus supply the conditions for the efficient accomplishment of the aims of the education department. But this is done at great expense to the colony. In 1885, the total cost per scholar, in average attendance at the state schools, was \$24, and per head of the population nearly \$3; the cost of public instruction, exclusive of the erection of school buildings, being nearly \$2,500,000.

The state thus generously discharges its duty in affording opportunities of education to all. But it goes farther, it compels parents to avail themselves of their privileges. During the above mentioned year, the compulsory clause was so rigorously enforced that a sum of over \$9,000 was inflicted as fines upon defaulters, with costs amounting to \$1,800 more.

But education is not free throughout. The state defrays the whole expense of elementary education, but if the pupil desires to study advanced English, French, Latin, Greek, Mathematics, etc., he must pay a fee. Yet the state recognizes secondary education to some extent. There are grammar schools which we infer receive government aid, but in what measure Dr. Lees does not tell us. And assistance is given to deserving pupils in elementary schools in the form of scholarships, to encourage them to continue their studies into regions beyond that embraced in the elementary course. In addition to eleven exhibitions, of the annual value of \$175, awarded for competition to pupils under fifteen years of age on the free programme, there are scholarships awarded annually to two hundred pupils of the state schools under eighteen years of age, of \$50 each, on condition that the scholar attends at and obtains favorable reports from the authorities of one of the public grammar schools, or some other school, to be approved of by the Minister of Education.

The public school system is connected with the university by means of the matriculation examination at the University of Melbourne, when honors and exhibitions are competed for by candidates from the grammar and other schools of the colony. All who pass the examination, or even appear on the honors' list, do not necessarily attend the University. In fact a large number do not. But it is looked upon as affording the pupil on leaving the public schools, the best and last proof of the thoroughness with which he has prosecuted his studies while there. In India, we understand, the same system prevails, and it is