

careless and answer negligently; they are impudent and answer flippantly; they are reckless and answer nonsensically; their looks and gestures betray that they care little about what is going on; they want self-respect, and are thoughtless regarding the good name of their school." . . . "Although the schools are mostly governed in a kindly way, driving is more common than leading. . . . Unnecessary noise is often permitted to interfere with instruction. . . . Strict order and earnest attention are not so habitual as to prevent waste of teaching power, both mental and physical."

It may be said that in many of our Canadian schools the same criticism would be just if applied to them, even where they happen to be under the control of trained teachers; but we must nevertheless say that the Queensland picture is happily with us the rare exception.

New Zealand.—This colony embraces 106,260 square miles of territory, and has a population of over half a million. The present School Act was passed in 1877. The educational report of this colony comes down to 30th of last June. It states that up to that time there were, out of a school population of 105,208 (between the ages of 5 and 15 years), 87,160 pupils receiving tuition in public or private schools or at home. The number of schools reported was 748. These were taught by 844 "head teachers" during the year, and 767 "assistant" or "pupil teachers." The expenditure on behalf of these schools, including £90,492 for buildings, was £306,680, or \$1,533,400, being at the rate of £3 19s. 6d. (or \$19.90) per pupil for "maintenance," or £6 3s. 9d. (\$30.75) per pupil, including "management," "inspection," and "buildings." For this latter item the Legislature voted £100,000 last year. There are four training institutions for teachers in operation—two of them are on a "comparatively large scale."

Incidental to the New Zealand system of education, we may mention that public libraries and school savings banks are provided for; £5,000 were granted for the former in 1878, and every facility is given for the establishment and maintenance of the latter in the public schools. We may mention that there are nine Grammar or High Schools for boys, and four for girls, in operation, besides two Universities—New Zealand and Otago—and four colleges, chiefly theological.

REV. DR. RYERSON AT STRATFORD.

It is now so long since we have heard an educational utterance from the venerable ex-Chief Superintendent of Education, that we gladly welcome his appearance at the recent High School opening at Stratford. The High School Board has reason to congratulate itself on its exceedingly handsome building—probably the handsomest High School building in Ontario. It was fitting, therefore, that our most distinguished educationist should have been invited to take part in the interesting proceedings of its opening and dedication to the noble uses of education.

In addition to the thoughtful courtesy of inviting the reverend doctor to take the principal part in "the opening," the High

School Board paid the ex-Chief the additional and appropriate compliment of presenting to him a formal address of welcome. In reply to this address the doctor spoke with much feeling. He recalled some of the incidents connected with the founding of our present system of education, and explained the principles upon which that system had been founded. He said:—

"In establishing the school system of Canada great difficulties had been encountered. The people shrunk from incurring the necessary expense, and his first aim, in assuming office in 1844, was to secure their confidence and sympathy, and to impress on them that the system was their own, that the Government would never interfere with what the people wanted to do. Although it was not generally known, Canada was mainly indebted to Holland for its present educational system. In that country a system based on the sentiments of the people was established, and so well was it adapted to their wants, that though up to 1857 there were three revolutions, yet no part of the system was changed. In 1850, Mr. Baldwin, then Premier of Canada, had given two days to the consideration of the revised School Bill. That gentleman had advocated local self-government as regarded general affairs, and he (Dr. R.) had urged on him the conferring of the same powers on the people in regard to educational matters. Mr. Baldwin assented, and the bill then passed was the nucleus of the present school system. So much having been done for public schools, Mr. Baldwin a year after wished to do something for high schools, or grammar schools as they were then called, and he (Dr. Ryerson) told him that if the grammar schools were to be successful they must be the schools of the people, not of the Executive Government. The people would never consent to be taxed for schools which they did not control. The next year (1855) a statute was prepared, and in order to obtain money to carry on the high schools, the scheme of union boards was devised, whereby taxes might be imposed for both. That was a very imperfect arrangement, and did not always result harmoniously, and he sincerely wished that all these union boards were wiped out of existence.

"Soon after he assumed office it became necessary to have properly qualified teachers, and for that purpose the normal schools were established. In 1847 the necessity of thoroughly trained inspectors, men versed in all branches of learning, next made itself felt, and that was overcome in 1871 by making the Government and the municipalities contribute towards their salary. What was sought was to impart a thorough training from beginning to end. Every citizen should possess a good common school education, which laid the foundation of a superstructure which rose step by step to the Provincial university. Although it was with great difficulty that the people were persuaded to tax themselves for higher education, yet he had appealed to them so constantly, and had so persistently urged its claim upon them, that he was satisfied the high schools now had as deep a hold on their sympathies and affections as the public schools. He would call attention briefly to the necessity of teaching practical science and mechanics in the high schools, technical education in fact, and he was glad to know that something had been done in that direction. Though he (Dr. Ryerson) was now in the evening of his days, his heart still beat warmly, and his interest in education was as deep as ever. When he thought of the difficulties that had been overcome, he rejoiced that the system he had founded was so firmly fixed in the hearts of the people that no man could shake its foundation. Alluding to religion in the schools, which was eliminated in the United States, he rejoiced that the elements of morality and religious training were not neglected, as they constituted the real greatness of the people and the stability of their institutions."

These words from our former educational leader will be welcomed by many.

—The elections of the London (Eng.) School Board take place in November. The indications were, as given in latest advices, that the contest this year would be a severe one. Political considerations were likely to be introduced, and the candidates were ranged in two well-defined parties. Those opposed to the old Board have two cries. They claim that the Board has been "extravagant," and that "they are educating