

who are doing so much for the moral, material and intellectual progress of the nation—represent the intelligence, the wealth, and to a great extent the *political power* of this country, and it will be admitted that our representatives would win a large measure of popularity by heartily responding to the liberal action of the people themselves. We believe, indeed, that the legislative grant to the *Public Schools*, as well as that for High School purposes, ought to be considerably increased. We have "millions of surplus," and a revenue which largely exceeds our expenditure; let some of this vast surplus be devoted to the interests of education. The amount annually granted for education, Primary and Secondary, is insignificant compared with the millions raised by the people themselves. The people are willing, they are anxious, that the legislative grants for educational purposes should be increased. Millions for necessary public improvements—millions for education, the greatest of all national benefits—but not a cent for ignoble or dishonourable ends—is the motto of the people. Out of the pockets of the people the millions of surplus and revenue have come; there can be no better way of restoring to the people their own, than by liberal grants to the cause of education. The question at issue involves the intellectual life and culture of the nation. This is above party and the warfare of party politics. For ourselves, we place the interests of the country above the exigencies of party. We shall refuse to support, we shall strongly oppose, any representative who shall be found opposing liberal grants wisely made for the education of the people, or who shall attempt to make political capital at the expense of the people's rights. Let the friends of education everywhere, let the people everywhere do likewise; let them rise superior to party passions and party prejudices, and visit with righteous indignation every narrow-minded soul who, to subserve the purposes of party, shall be found hostile to the highest interests of the State, by raising his voice and giving his vote against liberal grants of the people's money to promote the national welfare.

#### NEW BRUNSWICK SCHOOL PROGRAMME.

The Provincial Board of Education in New Brunswick has just issued an elaborate programme or scheme of instruction for the Public Schools of that Province. That for High Schools is to be published hereafter.

The course of instruction is divided into three parts: 1st, for schools in cities and towns; 2nd, for schools in villages; and 3rd, for ungraded schools in country districts. The course of instruction for cities and towns extends over a period of eight years; that for villages, according to the number of "departments" in a school, to periods of from one to three years, from one to four years, and from one to eight years—the primary departments taking the junior part of the course, and the advanced the senior, or remaining part of the course. For ungraded schools in country districts the course of instruction extends over six years, according to the circumstances of the school. The English nomenclature of "standards," instead of "classes," is adopted in the New Brunswick course.

It is to be noted that industrial drawing is required to be taught in the schools of all grades.

The inspectors are charged with the duty of determining the quality of instruction to be given in any school or department. He is also to "require an intelligent acquaintance with the subjects of the standards prescribed." The Board of Trustees are authorized to determine whether the "optional subjects" of sewing and knitting for girls shall or shall not be taught in their schools. The principle of "payment by results" has been introduced into the New Brunswick schools, and provision is made for the distribution of \$7,000—one-half to teachers and the other half to trustees—according (1) to the character of the "accommodation and appliances," and (2) the number of pupils annually certified by the Inspector as having satisfactorily completed the work embraced in Standard VIII. of the course, or Standard VI. (in the case of ungraded country schools.)

It is worthy of note that in the Ontario Rural Schools there are now virtually only five classes, or practically only four and a half, out of the prescribed six, extending over four and a half, or five years, instead of six as in New Brunswick.

#### EDUCATION AT THE ANTIPODES.

##### No I.

The elaborate reports on education in Australia and New Zealand now published every year, indicate the great interest felt on this important subject in these distant provinces of the empire. From those before us for last year we propose to glean a few items.

*Queensland.*—This province has a population of about 250,000, and an area of 678,600 square miles. The Act under which the schools are managed was passed in 1875. There were 305 schools in operation in 1878, attended by 40,661 children. The number of teachers was 703—360 males and 343 females. The cost of these scholars was £99,117 10s., or about \$545,587. The total expenditure for all school purposes, including inspection, grammar schools, and Education Department was £117,748, or \$588,740. The law of 1875 contains "compulsory clauses," but as yet they have not been put into operation. The school population of the colony is not reported. The average cost per pupil for the year, based upon average attendance, was £5 7s. 9d., or \$26.55. There are three Grammar Schools in operation, and four "Orphanages." These latter are under the control of the Education Department. There is as yet no Normal School established. The teachers have, therefore, to depend upon the ordinary schools for any professional instructions which they may receive. The effect of this untoward state of things is thus graphically described by one of the inspectors:—

"Many schools, taught under quite intellectual conditions, are deficient in discipline without being aware of it. . . . The teacher carps at particular lines of examination, and is perpetually on guard against probable imposition and presumption on the part of the Inspector; the pupils are shy and don't like to answer; they are livid and daren't answer; they are