

The Bishop of London, lately presiding at a special meeting held at Queen's College, for the purpose of celebrating the jubilee of the foundation of the college, delivered an interesting address on the aims and objects of education. He said that education as such could only have one aim and scope under all circumstances. The great aim must be the full development of the faculties in the individual, so that they might make their best and noblest contribution to the well-being of the community. If that was the object it was quite obvious that education could not be confined to one class, and no class or body of the community could be regarded as an appendage to another. Education must be regarded as a life long process, and, if people would cut it up into various departments for the purpose of examination, they must not forget that its real object was a universal one. The question of women's education presented no special difference from that of other education. Women had a greater quickness of perception and greater appreciation of the finer sides of life and character, and they were, therefore, in many ways naturally fitted to teach things that men could not so well understand. He wanted to see all women educated for the same reason that he wanted to see men educated, so that they might make a complete contribution to the welfare of the human race.

School teaching in New Zealand does not seem to be an inviting field of labor from a financial point of view. As a result, the number of men in the work is comparatively small. Last year, out of 1,043 pupil-teachers employed, only 219 were men. Of 385 teachers in several of the districts, 226 received less (many of them very much less) than £100 a year. Of about 2,500 regular teachers in

the colony, only sixty-seven get over £300 a year. *The School Guardian* asks how, under such conditions, young men can be induced to take up the profession. Its answer is applicable to all countries. "Parents must lead their children to regard teaching as a high and honorable calling, and they must treat teachers with such respect as is due to educated men and women holding important and responsible positions. Committees must prevent teachers from being worried by frivolous and vexatious complaints. Boards should allow teachers some discretionary power, and not sap all manly independence by binding them hand and foot with irksome and unnecessary regulations. Salaries must be fair remuneration for the work required to be done."

The movement, initiated at the suggestion of the Hon. the Minister of Education for Victoria, to establish swimming clubs in connection with the State schools, seems to have become popular in Melbourne. Though only a few weeks of the bathing season remained, clubs have been established in twenty of the Metropolitan schools, and in connection with these some 1800 boys and 850 girls attend regular weekly practices. Assistance to make the work a success is afforded in many ways: 1. The Education Department allows members of the clubs to leave school for practice an hour before the ordinary closing time in the afternoon. 2. Scholars up to fifteen years of age may travel by railway for half fares, or by tramway for something less than half-fare. 3. The lessees of the various baths admit the children at one penny per head.

The educational system of China is largely responsible for China's present backwardness, as compared with western nations. There are no