hav written a good deal. I refer to the secondary schools in the colony. The particular deficiency of the Australian Colonies—at least in the secondary schools. There are good ones here and there, where the work is thorough, if not very advanced, but there are too many in which it is not, or they are not carried up to a purely commercial, nor to say speculative, basis. Schools is the term which the exceptions go to the head master, and where he has little interest to provide capable teaching materials throughout the body of the school, inasmuch as to do so would take largely from the amount of his profit. It is not easy to see how this can be remedied unless public schools, in the public sense, are established, or unless the examinations adopted by the Universities are placed beyond all risk of being brought down to the standard set by the schools. There can be no doubt that the lowest in the higher forms of the best English schools are at least as well equipped as the average undergraduate of the first second order in the colonial Universities. The real examination of England is one really not better than the primary education of the colony, but the secondary education is much superior. It is only fair to say that there are many indications that the secondary schools of the colonies are waking up to their shortcomings, and that more capable staffs are being engaged as vacancies occur.

THE TEACHING STANDARDS IN AUSTRALIA.

"Do you observe any new developments in educational subjects?" I asked the Professor. "Yes, and the most important, I think, is the encouragement given to technical education by the newly established County Council. The Council has provided funds for technical schools and for scholarships. One favourite plan of the Council is of procuring the funds for these purposes is from the sports which the Council controls. In Australia there seems to be a tendency to turn technical schools in workshops for the advancement of apprentices, but I think the English method, which tends more directly to the intellectual development—the science rather than the art—of technical knowledge, is preferable. The system has not been largely taken up yet, nor has there been time to give it a good trial."

The TECHNICAL EDUCATION.

"There is one point of considerable importance to the colony," continued the Professor, "it is often said that it is difficult to obtain higher teachers, whether for Universities or schools from the old country for such and such an offer. As a matter of fact there is no difficulty in obtaining young men of the greatest distinction, provided that their choice of office is certain for a reasonable number of years. These young men are glad of the opportunity to enter into responsible work at once rather than wait in England for something which may possibly never be taken that the colonial appointment. There are plenty of such, and more are to be had."

"Do you think it necessary, then, for the colony to draw its supply of higher teachers from abroad?" I asked. "$o, yes I think so. We cannot deal with it. We cannot rely on our own. At present in all literary studies and studies of natural sciences we are not in a position with our limited curriculum to supply our own teachers, except for junior classes. It is a fact that a teacher need only have twenty-four hours' work to fill that time will not apply to the higher teachers, where a teacher must possess a weapon of a survey and a familiarity with the teaching which is not to be obtained without years of special study. The teacher is a very important branch for these colonies, because many people are trying to educate themselves just as they do business, but it will not do. In connection with the matter I might mention what has been done in this matter by the University of Melbourne. I write a letter to the English periodicals, and the rest is in the management of the University. That is, in the case of this University I found I was constantly considering in all sorts of quarters to the extent of the general public. It made many persons in a position from their own previous information to correct all the more slowly, and not in the position. There is no doubt, however, that the exceptions induced might, if not more, the other side. From the point of view of Oxford and Cambridge it was a step in elevation; it was no longer the same as the University's reputation."

The COLONIAL SCHOOLS.

"And now, I concluded Professor Tucker, I come to an important subject so far as the colonial are concerned, and one upon which I