

EDUCATIONAL DEVELOPMENTS IN CHINA.

Bishop Frodsham gave a lecture to the students of the Cheltenham Training College for teachers some time ago upon the education policies of the Far East. After describing the methods of the old regime which he had seen working in 1902, the Bishop stated that the old system had been completely disorganised by the revolution. Yet in the very year of the revolution, 1912, the Chinese had set to work to constitute a wholly new education system based upon the most efficient Western ideals. A conference of educational experts was summoned by the Republican Government in 1912. The conference lasted for a month, and no less than 43 Bills affecting educational matters were considered, and 23 were approved in their original or amended form. The result had been that the Chinese Republic had laid down a scheme for national education beside which Mr Fisher's Bill was small and incomplete.

The outstanding point of the new Chinese system was the nationalisation of education upon lines which included public and private schools. The ladder was complete from top to bottom. Any boy from a primary school had a fair opportunity to climb to the highest office in the State. In the interlocking of the various types of schools the German system (which was also akin to the Japanese system) had been followed, with this remarkable difference, ethics and civic duties were placed in the forefront of education. More than all peoples of the world, the Chinese for thousands of years had valued education, and had placed the training of character before everything else. It was beside the point to say that theory in China was far ahead of practice. A nation which in the year of a revolution could frame not only a new but a workable system of education must be taken seriously.

Those who, like the speaker, had worked with the Chinese knew that, having set their minds upon the educational methods of the West, they would not only succeed in making the next generation of Chinamen well-educated, but they would press hard the Western races upon their own ground. Wise people would look not only at Germany and America, but at the Far East in considering the future. The Far East, to the speaker's mind, provided the most urgent reasons he knew for the improvement and centralisation

of education in this country, and the first step forward was to pass Mr Fisher's Bill without delay. There was another point. The Republic of China allowed for variation of religious belief. Christians and Confucians and Buddhists had equal religious rights so far as the education of their respective children was concerned. It would be monstrous if Christians in this country could not come to an agreement among themselves, based not upon prejudice, but upon freedom to all denominations. This point had been raised by resolutions at the Conference in the Cathedral Chapter House, and it was the most important resolution passed by Gloucestershire Churchmen.

THE MORAL FACTOR IN EDUCATION.

In this titanic struggle for the emancipation of right, and the very existence of Christianity itself, the student of education is brought face to face with conditions one would not expect in these times of advanced learning. That, under the name of the boasted German kultur, such awful crimes could be committed seems almost unthinkable. But, alas! the world now knows, to its cost, the results of the teaching of pure materialism under the guise of Christianity.

A review of the educational history of the oriental and classic nations, and of the more recent educational developments in Germany and in England, proves that the most important thing in education is the moral factor—the foundation of all that is good in the world. The Jews, the most persecuted of all nations, owe their existence solely to their moral and religious education. Our lesson, then, from the past is clear. We must turn the searchlight of criticism on ourselves to see where we stand. Candidly, we must admit that we have much to learn, both in physical and mental education, and our Empire has no more than stood the moral test.

Perhaps this statement is a little sweeping, but every day we come face to face with facts which shame us. A closer study of the conditions of life in our country shows that, after nearly four years of deadly warfare, the thought of self seems uppermost. Dissensions and strikes are of almost daily occurrence; the shirker and the traitor are in our midst; amusements,

such as horse-racing, picture shows, and theatres, still flourish; the cursed drink traffic is still with us; the keen-brained profiteer is out to make cent. per cent.; and many trades-people do not seem to have a conscience at all.

Truly, our private political, and commercial morality is not of the highest type, and some of our so-called legislators have not yet learned the A.B.C. of politics.

A glance at the part of our system dealing with moral education, which is really the foundation of our system, shows us that we have matter enough on which to build the very best moral fabric. To make our education a success, we must banish from our midst the evils of intemperance, in all its forms; hygiene must not be neglected; and it is questionable whether or not eugenics and sex-education should be imparted to the elder pupils by experts selected for that special purpose. Above all, the teaching of civics and history must not be neglected. Taken as a whole, the teachers have a very high conception of their duties, and, if much-needed reforms are required, must insist upon their introduction, and keep on insisting until their aims are achieved.

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TREASURER'S REPORT.

The following payments have been received since last report.—

N.Z. FUND.

Life membership fee, Mr Broad (per Dunedin Union), £5; Dunedin, £5; New Brighton, 10s; Palmerston North "Y," 5s. Total, £10 15s.

WORLD'S MISSIONARY FUND.

New Plymouth, balance, 6s 9d.

STRENGTH OF NATION FUND.

Per Mrs Lee-Cowie, £40; Dunedin, £3.

ORGANISING FUND.

Per Miss Weymouth, £42 16s; Waimate, £1; Avondale "Y," 10s. Total, £44 6s. Expenditure for the month, £39 8s 1d.

NELLIE BENDELY,

N.Z. Treasurer.

Auckland, 3rd July, 1918.

God is behind all our work. It is His before it is ours, and after it is ours. We have only to do our duty in our little place, and leave the great results to Him.—Phillips Brooks.