

some with flying colours—but there is certainly nothing to prove that private schools would not do the same if the flower of the students were not absorbed by it. Furthermore, in the fact that private schools are still flourishing, there is evidence that the Advanced School is not a necessity. It is true that it now more than pays its way, but that is not a sufficient reason for its maintenance. It affords practically no more opportunities for advance in culture than private schools. It sets no standard, and is a constant source of legitimate grievance to those who are prepared to supply the education it supplies to scholars drawn from the same class in society.

Turning from this point to another, we must unhesitatingly express our approval of the sentiments uttered by another correspondent. With him we believe that those charged with educational matters in this colony seem to aim rather at the child's accumulation of many items of information than at the acquisition of a firm basis for the full equipment of a man's or a woman's character. Too many subjects are taught in our schools, both primary and secondary. A boy learns a little here and a little there. His taste is not sufficiently consulted, nor as a rule is whatever of genius may be in him cultivated. He has to learn a certain quantity of so many languages and a certain quantity of so many sciences. Accuracy is not aimed at to the extent it should be. He is taught indeed to be accurate in certain facts, just as if a knowledge of facts makes up education, or that a boy is educated when he knows how to decline nouns in Latin, Greek, and German, or to tell his examiner the component parts of nitroglycerine. But we are afraid that this evil is irremediable until the University leaves off applying specific tests. So long as the questions of professors ran in a matter-of-fact groove, so long will teachers naturally train their boys in a cut-and-thrust kind of way. They are not encouraged to train the boy's

mind; their business is to see that their pupils pass their examinations. For this parents are mainly responsible. So long as they will insist upon regarding the results of the University examinations as the test of the value of their sons' education, they must be content, although the object of the schools is plainly to give the boys as much information as will enable them to pass. Perhaps after a time people will take a less prosaic view of education. Then a boy will be considered educated in proportion to the enlarged capacity of his mind for instruction, nor will he be reckoned the highest who, out of his crammed brain, is able to give the maximum of correct answers to the maximum of questions.

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## THE ADVANCED SCHOOL FOR GIRLS.

TO THE EDITOR.

Sir—The fifth answer to Mr. Bagster's questions, as it appears in the return lately laid before Parliament, contains a statement in which there is such a suppression of truth as to render it insulting to the Assembly, which has, doubtless, intelligence and spirit to perceive and resent such a manifest breach of what is due to a legislative body. The first part of the fifth reply is as follows:—"So far as the Inspector-General of Schools is aware, no girls have left the Advanced School prepared to enter the arts course at the University. The reason is that 'Greek,' which is compulsory at the University, is not taught in the schools." The true reason is that neither Latin nor Greek has been taught, that the girls' future was sacrificed to the department in order that by the study of easier but less useful subjects higher marks might be obtained in the present. The Inspector-General ought to know; he knows right well that the study of French, if carried beyond the rudimentary stage, requires a knowledge of Latin, and yet Latin was not taught, and if it had been the girls might have managed to go through the arts course with elementary Greek and tutorial assistance. He knows that the girls are not qualified to teach French, and are not therefore eligible as governesses or as school teachers unless they also know Latin, and yet he suffered them to remain in ignorance of that language. And why? Because he wanted a cheap popularity for the Government Girls' School. He knows that without Latin and Greek there was no course open to girls in the University but the "Brummagem" science course, which is wholly unsuited to girls, as is proved by the fact that one, the solitary one who has as yet graduated in science, now seeks the arts degree, and so there will be ten years at the very least between her passing the junior examination from the Grote-street Model School to the time of her obtaining the arts degree. Verily, it is a long "ladder" which the Inspector would set from the "gutter," as he expresses it. Few purses can stand the cost, and human life does not admit of this protracted procedure. I write to direct attention to the suppression of truth which is essential in order that the representatives of our country may form a proper judgment upon the matter which is in question, and that accordingly, as I understand it, the Inspector-General or Dr. Cockburn is guilty of a breach of the privileges of the Parliament.

I am, Sir, &c., W. H. A.

[The first part of our correspondent's criticisms was founded on a misconception, and we have therefore omitted it.—ED ]