

interest of others, however, I appeal to him not to expect the army of teachers and pupils which he has under his command to work quite so hard as he is able and willing to work himself, and also to leave secondary and higher education, which should be flexible, varied, and free from State influence, to develop itself independently. In those departments we are perhaps happier without an educational Cæsar or Napoleon."

At the conclusion of the lectures, of which the above is a summary, a vote of thanks was given to Professor Boulger, and in the course of a discussion upon the paper by Messrs. Sadler, Gooch, J.P., J. F. Conigrave, J.P., and Dr. Sprod (who dealt with the question of sanitary arrangements in State schools), the hope was expressed that the Professor would prepare it for circulation in pamphlet form amongst all the branches of the Association.

*Register August 20/1889.*

### EDUCATION IN SOUTH AUSTRALIA.

Professor Boulger said some things in his address last night before the Australian Natives' Association which will not escape hostile criticism, but he said a great many more things which must commend themselves to the approval of all interested in "Education in South Australia." As an instance of the first, we may mention the remarks made by him about the Advanced School for Girls. We have all along held that there should be no such institution maintained by the State, and are of course glad to find support from so competent an authority. But when the Professor goes on to speak about the hours of work in the school, about the lack of exercise allowed, about the excessive cramming which is the order of the day, he stumbled right up against the prejudices of many people. The girls have to pass their examinations, and it apparently does not trouble many parents what hardships they undergo in preparing for them, or what evil results may follow. It is no doubt true that only one half-hour in the week is devoted to physical training, that the legal dinner-hour is cut down by one-half, that dull or lazy pupils are detained after school hours for further cramming, and that heavy home-work is the rule. But what of that? Parents know all this. If they objected to it they could take their children away; as they do not adopt this course it must be supposed that they approve of the system. So Professor Boulger may look to receiving some hard knocks for his condemnation of the Advanced School.

The system of education which he suggests is admirable. First of all, education is "the development of those faculties in a man which are most conducive to his own happiness and to the welfare of his fellow-men." South Australia has all the machinery for developing them properly. The primary schools should teach the rudiments thoroughly; the secondary schools should follow up the primary, giving a liberal education without particular reference to University examinations; and the University in its turn should encourage the study of subjects of importance which are not immediately conducive to bread-winning. The School of Mines, taking up the work of the secondary schools, and using the

University as a help, should give the technical worker the necessary knowledge and skill. Of the first and last of these Professor Boulger has little to say—of the primary schools because he does not know much about them ; of the School of Mines because it is so young. But his experience of the State schools is sufficient to warrant him in believing that the instruction necessary is given thoroughly. The secondary schools keep the University examinations too steadily before them. This they should do to a certain extent, inasmuch as the University is the crown of liberal education in the colony, and alone can give the hall mark.

But anybody who knows anything about the working of our secondary schools must admit that preparation for the University examinations plays far too great a part in their system. Who has not heard of boys being compelled to go over and over again the book which is set down for examination, instead of being induced to enlarge their minds by wider study? If Professor Boulger may be considered a competent judge of the schools whose pupils he examines, how much more is he an authority on the system of the University in which he teaches. Facts speak for themselves, and prove that the University does not do the work it ought to do. It is degenerating, as we said once before, into a pill and brief factory, and unless it aims higher it will find its value even in this respect somewhat discounted. The whole address deserves careful attention. Extended into a more complete essay on education in the colony, and published in pamphlet form, it would reflect credit on the writer and the Association, besides giving, possibly, a better idea to colonists of what education really is.