

the welfare of his fellow-men. Some of these faculties are physical, some moral, some intellectual, and some emotional or æsthetic, and a well-educated man, in the widest sense of the term, will be one who is healthy, intelligent, virtuous, and sensitive to all beautiful thoughts and sights. I may add that such a man will be always sure to make a comfortable living in whatever civilized community he resides. In South Australia, although State schools do little for physical education except in the way of drill, there is no need of further stimulus, so far as boys are concerned. Cricket, football, rowing, and other manly exercises are practised by our young men of all classes with enthusiasm and success. As regards girls, those in the lower class have to perform many domestic services requiring the exertion of muscle, and those of the upper class amuse themselves with lawn tennis, riding, and dancing. I doubt, however, if sufficient attention is given to the physical training of girls belonging to the middle class, and this remark applies with special force to the most important girls' school under State control, namely, the High School for Girls. Later on I shall have occasion to refer to the intellectual education of this institution. For the moment I have merely to specify its shortcomings in the matter of physical education, and parenthetically to note some other defects. Now, I am given to understand that in this school only one half-hour in the week is devoted to physical training, and that in spite of Regulation 94—that 'an interval of not less than one hour is to be allowed for dinner'—the hours of work are from 9.30 a.m. to 3 p.m., with an interval of only half an hour for dinner; furthermore, I am given to understand that the nominal form of punishment is detention after school-hours, and that home work requiring a couple of hours' brain exercise is demanded from students in the higher forms. 'Oh, monstrous!' one feels tempted to exclaim, 'but one halfpennyworth of bread to this intolerable deal of sack!' Supposing my information to be correct (and I have good reason to believe that it is correct), I consider this to be a matter of considerable importance. The attention of almost every one interested in the education of our youth has been attracted to the phenomenal success of pupils from this school at the University examinations; but few have taken the trouble to ascertain what that success implies. Girls develop bodily and mentally more quickly than boys, their nerves are more highly strung, and at a competitive examination in nine cases out of ten a clever girl will beat a clever boy of the same age, educational training being equal, as surely as in a coursing match a greyhound would outstrip a mastiff. But it is worse than foolish—it is almost criminal—to exploit the precocity and nervous temperament of girls at the expense of their physical training, merely for the purpose of parading an imposing honour-list. The evil results may not immediately manifest themselves, but I know from my own observation, and I have little doubt that many medical men would confirm my judgment, that such a system must ultimately prove pernicious in the extreme, and that so far from stimulating young women at a critical period of their lives to expose themselves to the excitement, which is the inevitable concomitant of competitive examinations, teachers should discourage excessive emotion of any kind, and carefully attend to the physical condition of their pupils. As there are many excellent schools in the colony at which girls can receive, at the same cost, a first class intellectual education, with special attention to such essentially feminine accomplishments as needlework, instrumental music, and painting—subjects completely ignored at the High School for Girls—I cannot conceive why this institution is maintained. To be consistently absurd the Government ought to establish a High School for Boys under the control of a lady Inspector-General, and encourage the boys to distinguish themselves in the important arts of dressmaking and cookery. Of all branches of education moral education is the most important, and how much may be done by a schoolmaster in this way is manifest from the splendid results achieved by Dr. Arnold, of Rugby. Some of his pupils, it has been said, became insufferable prigs, but he was on the whole successful in making his boys gentlemen in the noblest sense of the word as well as scholars. In doing this he was enabled to use a powerful instrument—the established religion of his country. In South Australia we have no State religion, and the time when we shall have a national religion lies beyond the utmost verge of conjecture. The question then arises, what alternative means we do employ, and how they can be improved. Regulations 1, 127, 149, and 150 of the Education Department indicate the course at present pursued in State schools. A perusal of these regulations convinced me that the outcry against the State schools as being godless institutions is quite unreasonable, but if a reading-book consisting of Biblical extracts selected on account of their

nobility of thought, sublimity of sentiment, and grace of expression, and at the same time free from statements involving controversy, could be compiled from the English translation of the Bible (and I am inclined to think that this is not impossible) I see no just cause against the use of such a manual. This would not, I dare say, satisfy all clergymen, but could not those clerics who regard this as insufficient make it their business to ascertain what State school children in their vicinity are liable to evil influences, either at home or at school, and make it their business to counteract such influences? As a matter of fact, however, morality is more exemplary than didactic. If the gentlemen or ladies managing a State school are moral (and the Education Department is in this matter quite as strict as an ecclesiastical Synod) such persons cannot fail to have a good influence on their pupils, no matter what their creed may be. Black sheep will be found in every flock, but I do not think that the moral training of a public school in South Australia is inferior to that of such schools as Eton or Harrow. On the contrary, I am inclined to suspect that it is superior. Again, in dealing with moral education we should bear in mind the important influence of sound wholesome literature, especially poetical literature of the grand and simple style. The education of the emotions I have to a certain extent anticipated in dealing with moral education. I wish now to deal with them in connection with aesthetics. In a popular paper it is difficult and indeed scarcely desirable to dwell upon the metaphysical aspects of the subject. We all know when a picture, a tune, or a statue pleases us, but very abominable pictures, tunes,

and statues do as a matter of fact please the vulgar. Can educational processes remedy this? Most assuredly they can. The only practical suggestion which I have to make on these matters in connection with the subject of my paper is that students of the various schools might be occasionally taken to our Art Gallery, or to Professor Ives's organ recitals, in the charge of teachers who know something of the fine arts, and have their attention called to what was beautiful to see or to hear. As regards mental education, I feel that it would make a subject, and a very big subject in itself, even for a popular lecture. Let me limit it as much as possible? What are we doing for mental education in South Australia? We have public and private schools, a University, an excellent Training College for teachers, and a school for technical instruction. What we ought to do is to make these various bodies help each other as much as possible. The public schools, which with one exception are all primary schools, ought to teach rudimentary matter thoroughly and intelligently, and that I believe they are doing; the private schools ought to take up secondary education at the point where the primary schools leave off, and give a more liberal education than is possible in primary schools, and that without any reference to University examinations. This they do not do. They instruct, but they do not educate the mind. The University should especially encourage the study of those subjects which, though not conducive to immediate bread-winning, are still of paramount importance; this it does not do. In the University lists of students for the degree of B.A. in the first year there are only two names. Might it not be well to throw open the arts course free to all students, instead of increasing the fees, as has recently been done? The Training College, so far as I can see, might make more use of the University, and the Technical School is too recently organized for me to express any critical opinion. I would further suggest that large discretionary powers should be given to public school teachers for dealing with children suffering from physical or mental weakness. The German custom of allowing an interval of five minutes between every two consecutive hours' lessons, and for closing school on a day when the thermometer goes beyond a certain height, are worthy of imitation; and every State school should be periodically visited by a Medical Inspector with instructions to report on its sanitary condition and the health of the children. Finally, let me deprecate hostile criticism by declaring that I do not pretend to speak as a critical expert, especially in the case of primary education. The Public Education Department is admirably worked so far as I can judge from a peep at its machinery, and the intellectual education imparted by the State schools in this colony seems to me equal in thoroughness to that of any similar institutions either in Australia or Europe that I have had opportunities of observing. I purposely say 'thoroughness,' because it is considerably more restricted than in New South Wales, or in a Scotch parochial school, or in one of the Christian Brothers' schools in Ireland, but thoroughness in educational matters is a very great virtue; it is, in fact, educational honesty. For this excellence of management and thoroughness of work the colony owes a large debt of gratitude to its present Inspector-General, a bald statement of whose merits would seem to him like fulsome adulation, for he is as modest as he is able. In the