EDUCATION IN AUSTRALIA.

The time has gone by when Australians could reasonably be expected to regard as a very high compliment the appearance of outside comments on their methods of life. Especially is this the case in regard to what has been vaguely and righteously termed the education of the young. Our visitors for the most part seem to be impressed with the idea that the light which our counselsmen has shed upon colonial affairs is sufficient to present our history in telling lights to all the world. Authors and commoners and visitors have written books about our colonies—books which are worth, as history, about one hundredth part of the amount of time expended on them. Without special knowledge, or, at least, special acumen in the business under discussion, the scribbling visitors are useless guides. They say what they are told to say by prejudiced informers, and, as a result, their information is not trustworthy, and possibly also misleading.

Inammarth, however, as it is open to any man with proper credentials to get at the facts respecting our Institutions, and to describe them in terms which must be accepted as accurate, or at least probable, we are not disposed to admit the correctness of the view that any one who has become advanced that an English visitor in ignorance incapable of speaking the truth about the colonies. An instance in point is the series of articles in the Contemporary Review from the pen of Dr. Dahlton. He carries his name amongst the best. He applies to the proper quarters for information, which he confirmed or rejected on subsequent examination. In the February number of this magazine he tries to explain the system of education which is in being in these colonies. Of course his duty would have been much simpler if through a beneficent arrangement of Providence the system which commanded itself to Victoria had been equally popular in South Wales. Many of the schools which represent our educational systems are not due to the fact that the absurd jealousy between these colonies, which ought to be and must eventually be members in an Australian Federation, compel the representatives of the various colonies to introduce or to continue differences which vary in importance. We in this colony are more concerned, as things are now, with the system which prevails here. Dr. Dahlton's article confirms us in the impression that the medical profession is not a monopoly in the making of a good one. The writer found abundant evidence of special knowledge. In a small mining town of this colony he spent a night with a minister who was intimately acquainted with Oriental languages, and Dr. Dahlton quotes him from a leading bookseller that "to meet the demands of his customers he was obliged to keep the best and most recent books in all departments, and that of the very few books that have been published up to the Bubh." He found too that in Adelaide University had been formed under exceptional circumstances. Dr. Dahlton attributes the institution of this University to Dr. Jefferies, whereas the...
primary credit belongs to one or two other ministers as well. Nor are we quite sure the reviewer is right in saying that in all the colonial Universities "useful knowledge" is held in less honour than the old learning.

On the contrary, it is our belief that all of our Australian Universities honour most their schools of learning which lead to direct practical—not to say monetary—results. In any case it is simply misleading to say with Dr. Dale that "the traditional studious of the ancient Universities maintain their supremacy as against the more practical Universities." Dale, moreover, has distinctly failed him with regard to the scholarships enabling Australian youths to study at European Universities. The Gielgud scholarship never directly applied to the Adelaide University, Dr. Dale, as natural, confounding the extinct South Australian Scholarship with this benefaction.

As readers know, we have only regretted this extinction on the ground that it destroyed the link between the State schools and the facilities of the educational institution. With Dr. Dale we "should not be disposed to encourage the most brilliant young Australians to come to an English University." This men that we have sent were generally from our South Australian Colonies has turned cut well. But they might all have done as well in the colony, and the country was quite justified in holding that wish a University here we should do wrong to it and ourselves by sending our promising students to go away. Dr. Dale, if he fails at all, fails in pointing out how our State schools form themselves into an avenue to the University. In his interesting pamphlet, makes no mention of the aids which the State gives to promising pupils—how they can obtain free entrance into secondary schools, whence they may gain free entrance into the University course. But at least it is a matter of sufficient justice in the matter of our elementary schools. With the other Aus-
tralian Colonies we share the praise much cut in such sentences as this, in which Dr. Dale says that "the spirit and progress of the colony has displayed in constructing and maintaining a system of effective elementary schools are admirable." The writer devoted some considerable time to that subject, and the subject has penetrated into the mysteries of the government of schools by the Minister of Education, the Inspector-General, and the Board of Advice. There was no clashing of authorities, and Dr. Dale bears witness in the interesting pamphlet which contains the Boards. He is quite correct in think-
ing that local educational authorities such as these, even without any educational power, form an important element in the system. We do not propose to weary our readers with the results of Dr. Dale's explorations. Most of what he says is as well known to them as the alphabet. But we have pleasure in recording the estimate which Dr. Dale, who has been largely concerned in educational movements in England, formulates on the chief executive body of the South Aus-
tralian educational system. He writes of this gentleman in the article before us as "the extremely able Inspector-General, Mr. Hartley," and he invites special attention to Mr. Hartley's new system of teaching arithmetic. We congratulate