of Mines could hope to be affiliated. The Adelaide University authorized the Professor of Geology to formulate a syllabus and find out whether they were doing work up to the standard. A result of this was the plan of making an University. That was its standard of education. If they lowered the standard they incurred the displeasure of those who obtained a degree, and they lowered the prestige of the University in the eyes of the world. The position was therefore a difficult one, but it was in the interest of the University to maintain the standard. The Adelaide syllabus was not high as the institutions of Oxford or Cambridge. If it had been a School of Mines, the desired affiliation they must present syllabus corresponding with the standards of the University. The Advertiser of the School would be lost in the second place what the teachers of the School as was. They would want to know the standard of the School and the standard of the teachers in the School what was known in the second place what the teachers of the School as was. When he became satisfied with those who had been included within his name he would be glad to do what he could to secure affiliation. Why should they not have an University in West Australia? Australia had made a great progress, and a great deal of scientific work had been done within the State. The introduction of superphosphates had changed the whole face of the country. The University at Adelaide had benefited South Australia, and the University in West Australia, he would ask them if they were doing a similar work and able to compete with the work of other institutions without having one of their own. There were other universities in Oxford, Cambridge and London. There were other universities in Staffordshire, near Durham and Newcastle. They had been and they were thing as like as a focus he would tell them they had not got an education. They should get one, and they were engaged in the task of building up the Empire, they must not forget the Empire, they were not the inner life to be developed. The greatest resources of the Empire were not her goldfields or other materials of a vast quantity of facts, but yet be quite uneducated in the proper sense of the word. The term really means the process of giving to their faculties in its widest sense a development of all the latest faculties of the mind, and their careful preparation for the end of education is not to make a student a walking encyclopedia, but to make him capable of thinking and acting rightly, and of using all his talents to the best advantage of himself and others. Moreover, true education is life-long. If properly continued it is a benefit for life. The habit of thinking is a habit of mind. Nobody now talks of a youth as being finished when he leaves the University, or of a girl as having completed her course when she comes home from a finishing school in Paris. There is, of course, a degree in education, but there are some lads earlier, others later, others at the same time they must leave school and enter upon the business of life. Some are debauched by circumstances, some are going to proceed to a University, which is in every country the seat of the very highest and best form of instruction in every country, whether it is in literature, or science, or art. Of late years, however, there has been decided progress, and now in course of development in Australia, of what are known as University Extension lectures. These lectures are not so much as a substitute for University, but are delivered by Professor Henderson and others proceeding he would tend to create a desire for the establishment of another University. The proceedings then ended.

WEDNESDAY, MAY 30, 1867.

UNIVERSITY EXTENSION LECTURES.

The problem of Imperial union has been much discussed in the air for some quarter of a century past, and at the last Colonial Conference several measures were suggested and discussed. These fell for the most part within the sphere of practical politics, and dealt with the external relations of the Empire. Material contributions towards its education, Imperial union, the strengthening and consolidation of the Empire, depends largely, but by no means wholly, upon the developments of its material resources, and their interconnection and their various parts. But they depend largely upon the character of the nation, and that comes ultimately to mean the character of all the several individuals that compose the nation. Such character is in the rough a matter of heredity and tradition, life and race and race and reared and to be reared in the same soil and wood and bears inferior fruit. Character, in order that it may develop to its best possible advantage, requires formative principles and training; it requires, in fact, what is generally spoken of as education. The value to a nation of a sound education intellectual is incalculable. It was no hyperbole when the Victorian Premier described Victoria's position as the heart of the State. Education is often, but very erroneously, understood to mean the acquisition of information. This is by no means the case. Man may be exceedingly well informed, he may have his mind stored

C. H. Kirkby

M. A.

He said the primary education of the State was quite equal to the standard of any other State in the Commonwealth. If Parliament could not find a sufficient sum of money for the establishment of a University, they should provide the means. The University would be the proper nucleus for a full University scheme.

The toast was duly honored.