

away as the result of their schooling a mass of undigested information of very little use, but as intelligent human beings to be given a mental experience, which would enable them to develop all their faculties, so as to be able, when they left school, to confront the varied problems of life in a satisfactory manner. The aim of the paper had been apparently mistaken by Mr. Clemes. It was not an advocacy of the control of the whole of education by the Government. For his own part, he would be delighted if the whole of the educational work of the State could be undertaken by private enterprise, so long as it was efficiently done. Private enterprise was doing, and had done, a very large and important part in this and the other States, but a large number of parents could not afford to pay for a private education, and so the State stepped in, and undertook the work. And the State was endeavouring to see that the children were given the very best possible education that could be provided. Ten per cent., perhaps 20 per cent., of a child's life, and that the most important period, was spent in school. It was handed over to some master to train, and the State had determined that for so vitally important a work the teacher should be trained. That was the reason why they had started the training school, and in Mr. Johnson, he felt sure, they had the right man in the right place. In a democracy such as theirs, the people governed the country, and it was therefore of the utmost importance that the people should be educated. This was being done by the State. After relating an anecdote to show the value of Sloyd teaching, Mr. Propsting concluded by thanking Mr. Johnson for the very able paper he had read.

His Excellency said it was a very great pleasure to him to see around him those engaged in education work in Tasmania, the prominent instructors in private schools, the prominent masters of secondary schools, two Ministers of Education, and other leaders of thought. He felt the Royal Society was performing a useful work in affording an occasion upon which these questions could be discussed in a scientific light. The touchstone of Mr. Johnson's fascinating paper might be found, he thought, in one of the earliest remarks in it, that the new education was

not new. One of its principal characteristics was the differentiation between education and instruction. Education might be divided into education of the attributes of the mind and of the body. Instruction comprised every branch of learning—human and divine. Where to draw the line between the two had been the problem and the mystery. He remembered the first time he was in the Tasman Sea between New Zealand and Australia. That was education. At that time he had to cram up a whole lot of information from books to pass the matriculation examination at Cambridge. That was instruction. He did not agree with Mr. Johnson in his analysis of the bearing of Plato's views on education. It was true that it was largely aimed at developing the physical qualities of men and women as animals, and beauty for the sake of beauty in an æsthetic spirit, but the founder of that system of education had another thing in his mind, and what the most earnest and puzzled thinkers of Australia had in their mind now, the connection between education and the problem how to protect the Commonwealth from danger. After glancing at later systems of education, His Excellency went on to refer to the principle of competitive examination, for which he felt great contempt, but he did not sneer at the examiner at competitive examinations, who was a creature of circumstances. After praising the modern organisation of training colleges His Excellency touched on one of the drawbacks of democratic government, the enormous difficulty of getting rid of incompetent, worn-out, or out-of-date servants. The remedy for this, in his opinion, was an adequate and generous pension system for school teachers. After some further remarks, His Excellency proposed a hearty vote of thanks to Mr. Johnson for his interesting and able paper. (Loud applause.)

In acknowledging the vote, Mr. Johnson corrected a misunderstanding by Mr. Clemes as to the use of the word private school in England 50 years ago. The schools referred to by Mr. Clemes were not the ones he had had in his mind, but the primary schools, where the children of the poor were educated.

This terminated the business, and the meeting closed.

OCTOBER, 1906.

No meeting in October.

NOVEMBER, 1906.

On November 8th, Professor W. Baldwin Spencer lectured before the Society on "The Australian Aborigines."

Other business was postponed, including a paper by Colonel W. V. Legge, R.A., on "Ben Lomond"