

man ; " but they too frequently overlook the fact that their studies should be so designed as to conduce most expeditiously to their becoming thorough masters of some trade or profession ; for education should afford, above all other considerations, an equipment for the battle of life.

Now, formal education consists of three stages, primary, secondary and university ; but it would be ridiculous to suppose that when the student has passed through these three stages, his success in life is therefore assured, and that he walks out of the school a made man. Nothing of the sort ! He has been engaged with principles and theories for the most part, and the world is now his great laboratory, in which he must put to the only true test of actual practical experience what he has learned in a great measure merely from books. We shall see, however, that in each of the three stages mentioned, the education has the definite result of making the student a more efficient laborer in whatever field he subsequently chooses work. Primary education is that which obtains in our State schools. Its object is to lay a good substratum upon which the child can afterwards build. The three R's, reading, writing and arithmetic, are indispensable for this purpose. In addition, however, geography, English history and a little science are taught, and the child's observing and reasoning faculties are trained so as to render him, as far as possible, an independent thinker and reasoner in order that he may conduct his business in life as an honest, decent and intelligent citizen.

Secondary education is that leading from the State school to the University. It does not exist as a State education in Victoria, except, chiefly, in the Workingmen's Colleges. Many countries possess these secondary State schools, *e.g.*, the United States,

Switzerland, etc., and the colonies of New South Wales, New Zealand, Canada and Cape Colony.

In this secondary stage the boy's mind is further quickened and enlarged by the study of classics, mathematics, the various branches of science or the principles underlying various industries and manufactures. When the pupil has completed the second stage he is qualified to enter the University.

There he can either take up a course in arts and science, by which he will acquire a greater breadth of knowledge and subtlety of reasoning, or he can enter at once on a course of medicine, law, or engineering, as he chooses, and having completed his course of training he emerges a professional man.

But the great mass of the people are dependent for their education on our State schools, and the system provides for a primary education merely, so that none need be under the irreparable disadvantage of being ignorant of the keys of knowledge. Now, knowledge is power, therefore the education of the masses is increased power in the masses, and like steam applied to machinery, it produces accelerated motion. How does education do this ? It gives increased power to think, and therefore to act. All thought, in the stricter sense of the word, is found when analysed, to consist of two elements :—

1. The noticing similarities in things.

2. The distinguishing differences in things, and these are assisted by the memory and imagination. All minds are fundamentally alike in their action, but the cleverest man is he who makes these discriminations and distinctions most readily and accurately.

Now, the mental operations are performed with greater ease, quickness and accuracy every time they are repeated ; so that the mind, like the