

must dedicate his or her life to deserve the name of expert. It is true, too, that I have always been a strong advocate of more technical training in schools, and I rigidly adhere to my advocacy, for I see that foreign nations are stealing a march upon us in our trade relations, recognising better than we do the necessity of the application of science and art to industries and manufactures. I therefore greatly rejoiced the other day in Mr. Brookman's munificent gift to the Adelaide School of Mines. (Applause.) Englishmen and Australians, I am glad to think, are liberal in educational matters; because they believe that money spent thus is money well invested for the benefit of the community. And here I should like to mention that if you country teachers can stimulate the country children of South Australia to study agriculture, some of those children would, when they are grown up, live on the land and make a profitable livelihood out of it, and the results would be the cessation of that harmful influx of population into towns, and an increased productiveness throughout the colony, to the immense benefit of the whole of Australia. (Hear, hear.) May I be allowed to observe that at a large school in which I am interested, I started held plots, where the children learn to grow vegetables, cereals, and fruit-trees, and the experiment has been crowned with success. Now I will tell you a secret; I will explain to you briefly some of the points which some of us managers of schools in England take note of when we stroll through a school in England. Then you can prepare yourselves for any impatient curiosity of mine whenever I descend upon your schools in my august gubernatorial capacity. (Laughter and Hear, hear.) We note first of all whether the school is well built, well ventilated, whether there is ample accommodation for the boys and girls, whether there is abundance of light, and cheerful aspect about the place, whether the boys and girls are happy, tidy, and well, whether or not the teachers seem fagged and overworked, and whether they have plenty of exercise and air. We look at the walls of the room to know whether they are adorned with copies of fine pictures, or with views of grand scenery, or with engravings or photographs of stately buildings and pretty-shaped vases, or with drawings of beautiful flowers; for many of us assert that children become impressed with such things, so that they thus unconsciously take in harmony of colour and beauty of design. Then we lay stress on the teaching of geography for widening the mind, and we see if first-rate wall maps are hung up, as these are indispensable for the learning of geography in the modern excellent realistic method. (Hear, hear.) We are glad if a Union Jack is prominently displayed somewhere, symbolizing the unity of the Empire. (Hear, hear.) Then we proceed to find out whether teachers have separate rooms for their classes—(Hear, hear)—and do not teach more than, say, forty at a time—(laughter)—whether there is any overcrowding, whether the pupil teachers have easy time out of school hours to prepare themselves in their own private work, whether there are cabinet museums for the children in order that they may collect plants, shells, and geological specimens, &c., and classify them, whether there are good needlework and cooking classes, for we feel that much of the future comfort and economical management of homes depends on the needle and the kitchen fire. (Hear, hear.) We also look at the children's writing and put them through a little easy mental arithmetic and reading, hoping to hear them read as if they understood what they were reading and pronounce properly, especially their "h's" and their "a's" not like "f's"—(laughter)—Australia, not Austria. This last, by-the-way, is a common fault here, both in reading and in singing. We ascertain also carefully whether there is any trouble taken to make lessons attractive to the children, how they are taught, and what they are taught, whether the teachers try to know the children by personal intercourse with them outside lesson hours, and by interesting themselves in the school games, when they may more particularly make children appreciate what is manly, straightforward, truthful, and courteous. One of the greatest difficulties in some schools is gambling, and that, you may be sure, is put down with a strong hand. During the last year we managers have taken keen interest in evening continuation classes, where boys and girls can continue the education which many have dropped when they left school. I am of opinion that this will prove one of the most useful innovations of modern times, especially if these classes are made in a measure compulsory. At the school to which I have already referred, that is more immediately under my supervision, Euclid, book-keeping, French, Latin, mensuration, and drawing are taught in these evening classes. We managers and teachers, like the farmers, must have our grumble, and we sometimes take objection to the interference of our Government Education Department in the choice of subjects to be taught instead of letting us adapt the teaching to local exigencies. Undoubtedly too much uniformity in schools is a mistake, and from France, for example, we are forever having complaints as to the red-tape uniformity of education, which banishes all initiative and all development of originality. I need not point out to you, for I see by countless remarks made by your profession in South Australia that you appreciate this, that the first duty of a school is to turn out noble men and women, and that the living word of the master to the pupil, as friend to friend, is worth volumes of mere school exposition. (Hear, hear.) The two main virtues of a teacher are justice and sympathy. The present Archbishop of Canterbury, Archbishop Temple, maintains that the highest compliment he ever received in his life was when a Rugby boy wrote home about him as a Rugby master—"Temple is a beast, but he is a just beast." The nobleness of Federated Australia, and the position Australia will take among the nations, depends vastly on you teachers. I have been reading the reports on your work for the last three years, and am gratified with the high commendation bestowed on you by your Inspectors. Let me make one remark, that you must not allow literature to fall behind in the race. Physical culture, important as that is, cannot supply

the place of literature in the critical training of the young. If you give no notion of literature to boys and girls under fifteen, and only store their minds with scientific facts you will turn out a very disagreeable dry-as-dust intellectual machine. In these days, when children at your State schools and at our Board schools no longer read the Bible, where you have the English language in its most majestic form, the problem will be how in our schools to give English literature the effect it ought to have as a part of elementary education. Always remember that the English literature is the grandest in the world, and that it is worth spending much time and pains over the study of it. Australians can never

fail to find self-respect on having such a splendid heritage, and if you, Australians, educate your children wisely in our literature, I feel that as an American literature has arisen, so surely as I stand before you an Australian literature will arise, a worthy descendant of our English literature, which will be a glory to Australia, and which will come in the future to Great Britain to reinvigorate and reinstruct the writers of the noble old mother country. I am confident that you teach your pupils that the best books and the best passages in books are some of our best friends. Some of these friends are friends for the season, some are helpful in our work in hand; some of them are our trusted companions for life. As a lecturer I have found one of my most satisfactory pleasures in reading great authors aloud, and in seeing how they strike out fresh thoughts and fresh emotions from myself and others as steel sparks from flint, or, to take another metaphor, "star to star vibrates light." May not—even if the author be dead—soul to soul strike through the thoughts and fancies of a book—"so from afar touch us at once." Milton writes in his splendid speech for the liberty of unlicensed printing—"Books are not dead things, but do contain a potency of life in them to be as active as that soul whose progeny they are, nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them." The sleep of the heart and of the intellect are, above all things, to be dreaded, and the really high-toned book, whether serious or humorous, either in itself or in its relation to other books, ever tends to the awakening of our higher and better selves. If you can make yourself intimate with one or two first-rate works, knowing them almost by heart, making bosom friends and trusted companions of them, you will find that you have a power over yourselves and over the world about you which you would hardly have dreamed to be possible. Before I close this address I should like to congratulate the University on the princely offer they have made of taking over your Training College, and of assuming the responsibility of training the candidates for teacherships in the public schools, and of doing this work without any cost whatever to the public; and I would also congratulate the Government on accepting the offer in a generous spirit. Treasure the University of Adelaide as the apple of your eye, for it has shown by this action that it is no narrow class educational institution, but that its desire is to shed a beneficent influence over every child in South Australia. I will recall the fact to your minds stated by my illustrious friend, the Chancellor of the University, last year, that four-fifths of the University students up to the present time have received their early education in your public schools, and have been among the most distinguished University scholars. In conclusion, I desire to assure you how greatly I appreciated the School Festival on Thursday night in the Exhibition, the various exercises of the different schools, and the excellent singing, which showed evidence of the most careful training. I in common with all South Australians bless the name of your leader on education, the late Mr. Hartley, who, such was his keeness in the cause of education, was accustomed, in the midst of his busy life, to spend his Saturday mornings in training nupil teachers at the Grote-street Training College, knowing full well that it is a first principle to provide masters for superior in knowledge to their pupils, with a firm and wide grasp of the subjects which they profess to teach. Teaching is one of the hardest professions, as it is one of the noblest. It is related that Michael Angelo often executed his works of art without a model, and that with his artist eye at first he saw the ideal figure in the rough unshewn marble—that he then hewed and cut away the marble as if to set free the figure imprisoned there. This seems to me a fine illustration of the work of the teacher. I beg now to declare the conference open. (Loud applause.)

The Minister of Education, Hon. R. Butler, stated that they were all enthusiastically working with the one object of first training their children to be good men and women, for he placed moral development first. Nothing grieved him more than to find critics who imagined that the moral side of character was neglected in their public schools. His Excellency's address had covered all the important points in the training of children. The Chief Justice twelve months ago had referred to the training of teachers at the University, and

he was pleased that the movement had advanced so far. His predecessor, Dr. Cockburn, an enthusiast in educational matters, was watching their progress with keen interest. The Government and Parliament recognised that nothing was more injurious to the cause than to overwork the pupil teachers. The agricultural work among the children was doing good, especially the experimental plots and object-lessons. They had doubted the exhibitions and hursaries; but even now they did not give entire satisfaction, as so many of them were won by scholars in the city schools. It was a difficult matter, but they should not lower the standard. (Cheers.) The scheme so ably planned by the Chief Justice when carried out in its entirety would, to a great extent get over that trouble. At the present time over 1,100 country children were being taught up to the fifth class, while 15 months ago not one of these children had the opportunity. In reference to the training of pupil teachers the trouble was whether they should allow them to go to secondary private schools for the two years, or establish a school themselves. It was not altogether wise to sever the departments in any way, or let the young teachers out of their control. The pupil teachers

might have more time devoted to them if the State had a school of its own. (Loud and prolonged applause.) Their object was to get the full benefit of the splendid offer of the University. (Cheers.) It would be an increased cost to the department, but the advantages to the colony through the higher education of the teachers would more than compensate for the extra money involved to the University or department. The Chancellor of the University, in his letter to the department, suggested among other things that a diploma should be established, and warmly commended the Government for accepting the offer. The objection to the higher education—who would be the hewers of wood and drawers of water?—had not much weight. Education had the effect of ennobling honest work, with either hand or head. He was anxious to assist the teachers who were devoting themselves to a noble cause, and trusted that the confidence in himself and his colleagues would long continue. (Cheers.) The letter to which the Minister of Education referred is as follows:—

"It is with much pleasure that I write to congratulate you on the acceptance of the proposal of the University to educate the teachers of the State schools free of cost. The modifications which you make on the scheme submitted to you are cordially adopted as a signal improvement upon what the University was able to suggest. Strided shortly, the scheme now provides a period of training for the office of teacher extending over six years, in three stages of two years each. In the first two years the boys and girls who are selected will receive instruction in higher primary and secondary education under the supervision of the department. They will be required to take the public examinations of the University, and it is intended that there shall, as soon as possible, be a rule that no boy or girl shall pass out of this stage who has not passed the Senior Public Examination. The second two years are spent in teaching, facilities being also offered for attendance at the University. It is hoped that during these years the students will have done the equivalent of one year's work at the University, qualifying for a degree in arts or science. The third two years are entirely devoted to study at the University, and at the end of that period the students are expected to take a degree. No fees of any kind, for lectures, laboratory work, examinations, or degrees will be charged by the University. At the conference between your representatives and those of the Council there was entire agreement, not merely as regards the scheme as a whole and the details mentioned in your minute, but also as regards the following three points, which were raised in connection with your minute:— 1. With respect to degrees in education. This does not mean that a new form of degree is to be instituted, but that the principles and history of education shall be added to the University curriculum, and a diploma in education established. Such a diploma would be granted to those who (a) have taken a degree in arts or science, (b) have passed an examination in the principles and practice of education, and (c) have spent a specified period under adequate supervision and instruction in a recognised school. An extension of the arts curriculum is now under consideration of the Council, whereby a wider variety of studies and a greater option will be available for students in arts, and the subject of education will doubtless be included. 2. We have strongly urged that in the second two years (viz., when the youths are pupil teachers) they should not be required to teach all day and then asked to come to the University in the evening, as they would thus have little time for study, even if they had the energy. It was agreed by your representatives that they might get away in the daytime, as at present, and be relieved from work in school to the extent of, say, six hours a week. 3. The third two years of the course being optional, it was agreed that a marked distinction must be drawn in the classification of teachers between those who pursue their studies during those years and those who decline to do so. Such classification would, of course, affect no one who has been in the service of the department before the institution of this scheme. Permit me again to congratulate you on the result of your deliberations. The more one thinks of it the more one sees the advantage that must come through a scheme like this. Its effect will be to bring the full educational resources of the colony within the reach of every child through the teachers of the State schools. And I venture to predict that in the not distant future it will prove itself to have been one of the most momentous measures ever taken for the advancement of education in Australia."

Professor Bragg, in referring to the new relations proposed between the University and the teachers, said that this year he felt one of themselves. As they had learnt from the Minister of Education the scheme had been practically pushed to what, he thought, was a successful issue. The scheme was a great deal better and more liberal than the one originally proposed, and they had to thank the Education Department for its liberality, and the Government for the sympathetic way in which it had treated the scheme. They owed a great debt to them. He noticed that their friend "The Register" had made a mistake. There were three periods of two years each, and the last two years were to be devoted entirely to the University. It was the best they could do for the benefit of the young teachers. At the present time from strong circumstances the young teachers had practically no time in which to think. They were at the Training College for the last year and a large part of that time was spent in teaching in the school close by. Now under the scheme they would be able to devote themselves entirely for two years to the University work, and they would welcome them there as students. They must not be discouraged or disappointed if they did not pass the first examinations. They should not expect to do too much at first, and they must not expect every teacher to pass the standard in a given time. The University wanted to help the teachers, and not put fresh terrors in their way. The difficulties in connection with country teachers would be overcome as the scheme worked and time went on.