

western and woman may to a parsonage, or if the son of a grocer becomes a Lord Chancellor, or an Archbishop, or, as a successful soldier, wins a peerage, all the world admires them, and looks with pride upon the social system which renders such achievements possible. Nobody suggests that there is anything wrong in their being discontented with their station; or that in their cases society suffers by men of ability reaching the positions for which nature has fitted them. But there are better replies than those of the in quoque sort to the caste argument. In the first place it is not true that education as such unfits men for rough and laborious, or even disgusting, occupations. The life of a sailor is rougher and harder than that of nine landmen out of ten, and yet, as every skipper knows, no sailor was ever the worse for possessing a trained intelligence. The life of a medical practitioner, especially in the country, is harder and more laborious than that of most artisans, and he is constantly obliged to do things which, in point of pleasantness, cannot be ranked above scavenging—yet he always ought to be, and he frequently is, a highly educated man. In the second place, though it may be granted that the words of the ecclesiastical which require a man to do his duty in the station to which it has pleased God to call him give an admirable definition of our obligation to ourselves and to society; yet the question remains how is any given person to find out what is the particular station to which it has pleased God to call him? A new-born infant does not come into the world labelled scavenger, shopkeeper, bishop, or duke. One mass of red pulp is just like another to all outward appearance. And it is only by finding out what his faculties are good for, and seeking, not for the sake of gratifying a paltry vanity, but as the highest duty to himself and to his fellow-men, to put himself into the position in which they can attain their full development that the man discovers his true station. That which is to be lamented, I fancy, is not that society should do its utmost to help capacity to ascend from the lower strata to the higher, but that it has no machinery by which to facilitate the descent of incapacity from the higher strata to the lower.

After the remarks of so able and hard-working a man, it would be presumption on his part to say anything further, but he hoped that the education authorities would remedy the present state of affairs. It was not a party question, and should not be treated as such, and the unintentional injustice which was being done to the pupil teachers should be removed. They must hold their own with their neighbours, and must be as well educated as they, and the best the House could do for the colony they loved so much was to make the facilities for education such that every man and woman who was born amongst them would have the opportunity of filling the places which the Almighty had given them the talent to fill, utterly regardless of the social position and circumstances of the parents who gave them birth.

The MINISTER OF EDUCATION said he would reply briefly to Mr. Archibald's excellent speech, and tell the House what the Government had been doing with reference to minimising what overstrain there might be on the girls who undertook what was the most important work in South Australia—the education and training of the children. He was sure that Mr. Archibald had not risen as a captious critic. That member and his party had been to the forefront in their appreciation of the value of the education of the people, and in fact on all sides of the House it was

beyond dispute that no money was better spent than that which was spent on the national education system. If he wished to refer hon. members to a very excellent speech on the subject, he would mention that delivered by Mr. Copley when he introduced free education and carried it in the Upper House in 1891. Mr. Copley then dwelt with great force on the fact that they should not regard the money spent on education in the same light as they did taxation raised for other purposes, because the money spent on education would return a hundredfold when they knew that the children to follow them would be able to carry out the work they did in a better way than it was possible for them to do it, owing to the increased advantages of education which were offered. He did not agree with Mr. Archibald that the work the pupil teachers were doing in teaching as well as in learning was a waste of time. It was quite as necessary for one to have the faculty for teaching as it was that he or she should be full of knowledge. Mr. Archibald had referred to cases in the old country where men who had taken the highest degrees at the University were practically failures as teachers. They must remember that the system they had here was framed by one of the most clear-headed, practical, and able administrators, the late Mr. Hartley. South Australia had ever had. There had been no increased burden placed on the pupil teachers of late years. Any alteration which had been made had been in the direction of giving them an opportunity of further improvement, and at the same time not putting so much on them in the way of teaching. Perhaps it would interest the House to know what was the system in force, and how the Government proposed to alter it. Mr. Archibald had referred to the injury which was done to the health of the girls, especially before they reached the time when they became students at the Training College. It depended to a great extent upon the physical and mental capacity of the girl. Many of them carried out the work without injury at all, because they had greater brain power and more physical force than some of their less fortunate sisters. He did not think that many instances could be found where any great harm had resulted to pupil teachers who had gone on and had become full teachers. Special care was exercised in the selection of those who showed the best aptitude for the work. They were not taken anyhow. They had to be approved first by the head master who recommended them, and then by the Inspector. They had to undergo an examination before they became monitors, at about thirteen and a half years of age, an examination which was of such a character that a good fifth-class scholar in the pub-

lic schools could pass it. When they passed they became paid or unpaid monitors for at least six months. If the monitors showed sufficient aptitude for the work they went on and began their first year as pupil teachers. The pay of monitors was £10 a year for boys and £8 for girls. They were not actually appointed pupil teachers until they were approved by an Inspector who had seen them at their work. For four years they were pupil teachers in the public schools. Each year they had to pass an examination, and at the end of the fourth year they entered the Training College as students. They commenced as pupil teachers at a salary of £20 a year, and rose in £10 increments to £30 in the fourth year, while they received from the head masters of the schools and the Training College an education which fitted them to rise to the position of head masters of the public schools at £450 a year. Female teachers received £18 in the first year, and received increases to £26 a year, while those candidates who passed the Junior and Senior Examinations at the University were allowed one year less in their term as pupil teachers—three years instead of four. Pupil teachers were on duty from 8.30 in the morning until 4.30 in the afternoon. (Mr. Scherk—"Very often until 5.30.") He had asked the Chairman of the Board of Inspectors to give him the absolute facts, and he was relating them. They received from the head master of the school instruction for three-quarters of an hour, generally in the morning—8.30 to 9.15—and then they taught in the school until recess time at 12.30. The recess ended at 2 o'clock, and they had three-quarters of an hour absolutely to themselves, during which time they were not allowed to do anything in learning or in teaching. Besides the instruction they received from the head master, pupil teachers in the city and suburban schools were relieved from teaching nominally two afternoons per week; but in the case of one-third of the number it was one afternoon per week, and the pupil teachers took this in turns quarter by quarter. On those afternoons they attended the Training College for private teaching from Mr. Scott, and to be able to carry out their work and to pass the examinations they had a certain amount of home study. No extra work was entailed on those in the school, because special monitors were allowed in the proportion of one to three in every school that sent three or more pupil teachers to the Training College. Then he believed that a question had been raised whether in the larger schools the larger classes were not given to the pupil teachers and work thrown upon them which they should not be expected to do. The facts were:—"Monitors and pupil teachers are allotted to schools in certain proportions. A school with an average attendance of under forty is allowed to use an unpaid monitor; average attendance, forty to fifty, a paid monitor is allowed; average attendance, fifty to seventy-five, a pupil teacher is allowed; seventy-five to 100, a pupil teacher and a paid monitor, and an unpaid monitor is also frequently employed. When a school reaches an average of 100 the department allows an assistant, but two pupil teachers are occasionally substituted if the head teacher happens to have them ready trained, and if they do not wish to retire. In schools beyond 100 average an assistant and a pupil teacher are allowed for each additional 100, and an assistant is expected to teach sixty to sixty-five of the hundred, and a pupil teacher thirty-five to forty. It may occasionally happen, especially in the very junior classes, where there is no written work in books to be looked after, that a pupil teacher may have over forty children; but the cases are not common. Schools are visited twice a year by an Inspector, and the allotment of the work amongst the staff is a part of the organization that he gives special attention to, and the overloading of the younger teachers with more than a fair share of the work is not allowed, and it is only fair to say, rarely attempted. (Mr. Archibald—"What about the pupil teachers taking work home?") He had no record of that. He had asked Mr. Stanton to look through the reports of the Inspectors for the last twelve months, and he found that in only two schools had the rule been departed from to the smallest extent. Pupil teachers at the end of four years went into the Training College, and their tram or train fares were paid by the department. They reached the Training College at the age of eighteen, but in the case of those who had passed the University examination at the age of nineteen. They passed the senior examination at the age of sixteen, and had three years training as pupil teachers before they entered the College. While they were at the Training College they alternately taught and learnt. They were under the tuition of Mr. Scott for learning, and they went into the Grote-street School week about to teach. (Mr. Homburg—"It is rough on the children to have a different teacher each week.") Those teachers had had four years' experience, and the returns from the Grote-street School were equal to any school in the colony. Mr. Stanton added:—"Although in the larger schools the proportion of one assistant and one pupil teacher to every one hundred pupils is laid down, it sometimes happens, through fluctuations in attendance, that a school may temporarily be over-staffed in the matter of assistants, when, of course, the number of pupil teachers allowed will be less. Or the reverse of this may happen. There may be one assistant too few, in which case two additional pupil teachers would be allowed instead." It was impossible with hundreds of schools to keep the arrangements absolutely uniform, but the Inspectors were anxious to do it as far as possible, and not to overburden the girls who went into the Training College. Then he had asked Mr. Stanton if any alteration had been made during the last few years to justify the public in believing that they had been throwing greater burdens on the pupil teachers than previously, and he told him:—"The foregoing refers to the state of things since the beginning of 1892, when the In-

spector of Pupil Teachers was first appointed. Before the pupil teachers received no special instruction at the Training College, but were taught only by their respective headmasters for five hours per week, and they taught for the whole day. The standard of personal attainments, however, then required was not as high as at present." That showed that the present system was an improvement on what it was before 1892. Mr. Archibald asked what became of those who did not pass. They were given other opportunities. They were taken into the schools as acting assistants, and if they did not pass the first year they had the opportunity to try again and again. There was a matter raised the previous day by Mr. Tucker, who said the teachers in the country schools were inferior. Some of the most brilliant young men in the profession who had had greater opportunities of training than the others had to take country schools in the ninth and tenth class. They would rise in time to the head of their profession, but it stood to reason that in a school with over 1,000 pupils they wanted as the head a strong man and good disciplinarian, and it would be folly to put a weak man there, and it would only lead to failure. He wished to refer briefly to what was proposed to be done to relieve the teachers from anything like overwork while they were being trained, and at the same time to give all teachers the opportunity of reaching a higher standard than they did in the past. Members would remember the address of the present Chancellor of the University to the teachers when he emphasized the fact that teachers could not stand too high above their work, and the better they were educated the better they could teach. For a long time the Government had been in negotiation with the University with a view to accepting the offer made by the University to educate the teachers free of all cost. The Government recognised that the supreme control must rest with the Minister, and that there would have to be a Council of Education, which would have to work with the Council of the University in connection with the training of the teachers. Those two points had been conceded by the University. Briefly, the new proposal was this: The pupil teacher would not have in future to combine teaching and learning to anything like the same extent they did now. It was proposed that any young persons who showed any special aptitude for teaching should, during the year 1900, serve as monitors, and receive instruction to enable them to enter the fifth form of a secondary school. That was virtually to pass the Preliminary Examination, and the whole of the children who were going up from the public schools for the next Preliminary were doing so without payment of any fee. That was a recognition by the University of the offer it had made to the Government. If the children passed that examination and showed any special material to work on they would get two years' education—the girls at the Advanced School for Girls and the boys at a secondary school. The State would pay for the maintenance of the country children, and the city children would have merely the cost of the education and books. What the schools would be they had not decided. As far as the Advanced School for Girls was concerned it was admitted there was no school where girls could get a better secondary education. They had an average of over twenty girls who had taken bursaries being educated there, and when it was known that they were being educated without cost to the State, and the school paid the whole salaries of the staff, and had a small credit, they would recognise the excellent work done by Miss George and the ladies who assisted her. He had asked Mr. Stanton what they intended to do with Mr. Scott. He would have to remain in his present position for some time to carry on the work because no injustice would be done to those who were already in the department, or to the teachers who had started in their career. He (the Minister) suggested, as they had the Training College they should retain Mr. Scott to teach the male teachers, somewhat on the lines of the Advanced School for Girls. They could not get a better man. The proposal which was made was an improvement on the present system. At the end of the two years the children would be supposed to pass the Senior Examination. Then the Government proposed to give them two years' teaching in the schools. During that time they should be able to do the first year's work at the University, the course comprising art and science. If our educational system stood out as a good system at all it was to a large extent due to the fact that our teachers knew how to teach. During the two years they were teaching in the schools they would attend the University free of charge. Then it was proposed that during the four years in which they were doing University work they should receive in addition to free education a maintenance allowance. When their course was completed our teachers would be educated as well as the teachers in any other part of the world. (Mr. McDonald—"What will be the extra cost?") He did not anticipate the cost would be very much more than it was at present. He would like to read a portion of a letter which was addressed to the Board of Inspectors by the Chancellor of the University after the Government and the Board had arranged the basis on which an agreement should be made, and after the Board of Inspectors and the Council of the University had been discussing details. The letter read:—"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. I shall have the great pleasure of bringing before my Council the requisite amendments in our Statutes to give effect on our part to the scheme and to secure the immediate formation of the Joint Board of Education." He had shown members what our system had been up till the present time, and how they proposed gradually to alter it. The Government recognised that they owed a debt of gratitude to the University for their liberality