

tion. He would recall to men what they had read in their own "Education Gazette"—the testimony of Mr. D. White, the rector of the school at Dunedin, New Zealand. This was not published for circulation in South Australia; but was for the information of the teachers of New Zealand. Mr. White pointed out that boys who entered the elementary schools in South Australia at the same age as they did in New Zealand were at the age of 13 abreast of the boys of 14 years of age in New Zealand. Mr. White further stated that what he saw of the educational system of South Australia only served to kindle his enthusiasm. (Hear, hear.) They would remember his picture of the late Mr. Hartley, spending his Saturday morning holiday in giving lessons to pupil teachers at the Grote-street Training College. Throughout the address Mr. White, when referring to the character of the education in the other colonies, always reverted to a panegyric upon the state of things in South Australia. (Cheers.) When, however, he turned to the training of the teachers in

South Australia they touched the weak point in the education system here. There was no deficiency in the quality of that training; what was wanted was a larger quantity of it. (Hear, hear.) The high standard which had been attained by the elementary school teachers of South Australia was not by reason of the merits of the training system, but in spite of it, and owing to their own industry and enthusiasm for personal improvement. (Cheers.) What he stated implied no blame whatever to the Minister of Education or his predecessors in the chair of education. It implied no censure upon Mr. Hartley, or upon Colonel Madley, who was the principal of the Training College for a score of years. It implied no censure on Mr. Andrew Scott—(cheers)—who was the present able and conscientious headmaster of the Training College. (Cheers.) The position was due rather to the stern exigencies of finance and the necessity of keeping within the limits of the education vote. There was no need to enlarge upon the necessity of a high training for the elementary school teachers. The wise words of Goethe that "Nothing is more shocking than the teacher who knows no more than the scholars have to learn" would appear trite and axiomatic to the body of experts whom he was addressing. He was conversing the other day with Mr. Carthwaite, who held high office in the Education Department in the Presidency of Madras, and he recalled to mind the fact that in Germany it was a common spectacle in the best elementary schools to see a Doctor of Philosophy and a man of high literary attainments teaching children their alphabet. Mr. Carthwaite also reminded him that the Jesuits in their long-established schools—and there had been no more successful masters in the art in the whole history of education—had and still made it a practice not to allow a teacher to have charge of the elementary and initial classes until he had proved his competency by skill in the more advanced. He would not weary them with many quotations, but he would take a few. First there were the words of Matthew Arnold, half a century ago:—"Yes; but, they say, why demand so much learning from those who will have to impart so little? Why impose on those who will have to teach the rudiments only of knowledge to the children of the poor, an examination so wide in its range, so searching in its details? The answer to this involves the whole question as to the training of the teachers of elementary schools. It is sufficient to say that the plan which these objectors recommend, the plan of employing teachers whose attainments do not rise far above the level of the attainments of their scholars, has already been tried. It has been tried, and it has failed. Its fruits were to be seen in the condition of elementary education throughout England until a very recent period. It is now sufficiently clear that the teacher to whom you give only a drudge's training will do only a drudge's work, and will do it in a drudge's spirit; that in order to ensure good instruction even within narrow limits in a school, you must provide it with a master far superior to his scholars, with a master whose own attainments reach beyond the limits within which those of his scholars may be bounded." Again he took a passage from the report of the Committee of the Lords of the Council in England on the question of elementary education for 1896-7. It was as follows:—"It is evident, however, that the educational influence of a school largely depends on the character, the example, the attainments, the skill, and the sympathy of the teacher. The work of a good teacher may be hampered, and indeed gravely injured, by defects in the fabric or equipment of the school buildings, because the faculties and the health, as well of the scholars as of himself, are necessarily impaired by bad ventilation or unfitness in sanitary arrangement. But fine buildings and costly apparatus are of small account as compared with the living influence of the teacher himself. In every grade of education, therefore, it is being more clearly realised that no pains are too great to raise the level of the teacher's professional efficiency, and the proof which has already been given in the sphere of elementary education of the value of professional training in the methods of instruction and school management has not been without influence on the opinions of those more closely concerned with secondary education. Steps are, therefore, being taken, with our approval, to enhance the efficiency of the course of preparation undergone by those intending to teach in elementary schools." He would take one more quotation. It was the deliverance of a committee of the department appointed to consider the question of pupil teachers:—"We think it desirable, however, at this point to place on record a protest against the idea entertained by some heads of secondary schools that the less capable boys and girls from such schools are good enough for primary, though not for secondary, teaching. The mistake is probably due to ignorance of the conditions, duties, and prospects of work in primary schools; or does it indicate a proper and liberal view of the teaching profession." He then next recalled the course of training of

teachers of this department. Four years as a pupil teacher; one year at the Training College, half of that year employed in teaching—in carrying on the work of one of the largest schools in Adelaide, and half of it devoted to learning; in other words, the training proper of a teacher lasted for six months only. He would recall to their minds what had happened two years ago. Thursday last was the sad anniversary of the death of Mr. Hartley, and a few days before the promotion of Colonel Madley from being principal of the Training College to be Commissioner of Police. Advantage was taken in the interests of economy, and owing to the exigencies of the vote, to consolidate the two offices of Instructor of pupil teachers and Principal of the Training College in the same officer. Mr. Scott had previously held the first office. What happened in consequence? The pupil teachers received their training in the afternoon. He was an outsider, and he would like to have their judgment on it. He taught in a Sunday-school 30 or 40 years ago, and he would not have liked himself, should he say, the expenditure of moral force as well in the whole forenoon, to have to go to take lessons from any trained school-teacher, however skillful. He hoped if those observations were well founded that something would be done for the relief of those boys and girls—(cheers)—the preservation of whose health was important to the best interests of South Australia. (Cheers.) The students of the Training College were necessarily placed on half-time, and instead of having for their six months' training five hours a day they received only three hours a day. He invited them to consider the results, which he would take it from the official report of the master of the Training College, who said:—"That the experiment of one person doing the greater part of the teaching for both students and pupil teachers has been an unqualified success I am not prepared to state, the simple reasons being that there have been so many pupils to attend to, and I have not been able to accomplish the impossible feat of teaching two different classes in different rooms at the same time." Mr. Scott further asserted that "Beneficial though such a course no doubt is, I am convinced that two years of training would be much more satisfactory. Under the present arrangement anything like an adequate equipment for a teacher's work is out of the question. All that can be done is to arouse an interest in study, and to excite a strong desire to climb further up the hill of knowledge." (Cheers.) The judgment of their friendly critic, Mr. White, of New Zealand, was in the same direction. He stated that "In South Australia the teacher gets a thoroughly good practical training, but there is a want of breadth about the literary side of his qualification. They should adopt the course of study at the Adelaide University as the basis of their education of teachers." For their consolation as South Australians he pointed out that retrenchments in expenditure had had a similarly calamitous effect elsewhere. In Victoria they had gone further in the direction of retrenchment than in South Australia. They had done away with the Training College altogether. The report of the Minister of Public Instruction of that colony, dealing with the subject, stated how the poor pupil teachers had had to pick up scanty crumbs of learning, and he said further that "It may fairly be expected, therefore, that after passing through such a course they should be able to do valuable work, either as head teachers of small schools or as assistant teachers." He compared the system of training here not with that of Germany, where all schools were taught by trained teachers of high qualifications, but with the tuition given to the pupil teachers in England. There at the end of four years' apprenticeship there was an examination for the Queen's scholarship. Those pupil teachers who passed that examination were eligible to enter training colleges. There they had three years' training. At the end of that course, which was really six times as long as in South Australia, the pupil teacher, if he or she passed a good examination, was eligible for another year's residence in the training college. The de-

partment had given those fortunate students a further alternative of having, instead of the third year's training, one year's residence in France or Germany to study their educational systems. (Cheers.) Could they claim on behalf of South Australian pupil teachers that they were so far in advance of their English brothers or sisters that a quarter of the training which was found necessary in England was sufficient for South Australia? Our public honor as a community was also involved in this matter. We invited boys and girls to give us the flower of their youth with the promise that if they passed their four years' term as pupil teachers they should be trained to become members of the teaching profession. Did they answer that implied contract by giving them six months' training. (Cheers.) The proposal of the University was to take over the work of the Training College, but on one condition only—that the period of study was extended from nominally one year to an actual two years. He would not press the Minister of Education for an opinion on that point. They would be more pleased if the two years' course were made three, and if at the end the student might, if not taking a degree, be at all events within hail of its acquisition. (Hear, hear.) The University Council proposed during the period of two years that the pupil teacher should be trained alongside students in the arts and science courses. They proposed in addition to that that lectures would be given, as they were given in the old country, upon the theory and practice of teaching—the science of education in fact. (Hear, hear.) The question had doubtless occurred to them—Were the pupil teachers abreast of the students of the University who had passed the senior public examination? The Council proposed therefore to take over the work of training the pupil teachers as well. They would ask the Minister of Education to allow them to frame a syllabus that

would give pupil teachers the benefit of the same course of instruction as was taken by candidates for the senior public examination with a view to entering the University. (Cheers.) He would now refer to the financial question. He saw that the cost of the Training College was £540 a year. It was really larger, because nothing was debited to the Training College for the salaries of teachers of drawing and other outside subjects which were taken by students of the college. That fact indicated the anxiety of the department not to load that institution with apparently high expenses. The early cost of the maintenance of the students of the college, taking the same number as at present—24—was about £900. If the offer of the council were accepted the University would relieve the Government of all the expense of the Training College. The cost of maintenance for a year longer would be from £200 to £400 in excess of the saving of expenditure in the Training College. He appealed to them to say if the expenditure of a few hundred pounds was not a mere bagatelle compared with the advantages to be gained. (Cheers.) The system they advocated had been tried in England and had proved to be a great success. University Extension was one of the great waves of the education movement, and one of the subjects to which the universities of England turned their attention was the training of elementary teachers. With that view regulations were made in 1890 which gave pupil teachers who had passed the Queen's Scholarship examination the opportunity of attending the great universities. The number of such students attending these leading seats of learning increased every year. In 1897 the number of Queen's scholars who went to the University colleges was 930, one-fifth of the whole. The anxiety to have the benefit of the University training was so great that the University colleges only admitted Queen's students who had passed in the first class, and it had been found that the students attending the University colleges had swept off the prizes and distinctions of the department. He had the evidence of the Rev. G. W. Gent, principal of St. Mark's College, Chelsea, on the subject. He was asked if the supply of pupil teachers falling off? and Mr. Gent replied, "We do not think it is falling off so far as our college is concerned, but we do observe that since the day colleges were opened there is a decided falling off in the ability of the pupil teachers who come to us. I account for that in this way, that whereas the London colleges used to be regarded as the prizes of the profession, so that almost every teacher tried to get into them, now the pupil teachers largely distribute themselves over the day colleges. For instance, in the class lists for three or four years past about 50 places have been gained by the various day colleges by students who would otherwise have divided themselves amongst the London colleges. We have noticed a decided falling off, and although we used always to secure one of the first four or five places, last year—that is in 1895—our first pupil teacher was below the first ten; but I should add that there is some sign of recovery from this." The evidence of Mr. T. Ellis, M.P. for Merionethshire, in the Imperial Parliament was, as follows:—"Do you think the primary teacher is now in danger of being marked as a member of a caste?—Yes. As having something in the nature of class taint about him?—Yes. And you wish to have that altogether removed?—Removed for ever. They have confidence that intellectual breadth will ultimately tell on teaching methods, at a more developed stage of the teachers' career—I am convinced of it. I have had some experience of that already. People feel that a man who has been in the University College brings not alone to the actual day-school a greater advantage, but that he helps in other ways—he is more enthusiastic about having an evening school, and he is rather inclined to look upon the whole education of his district or village in a somewhat broader sense. He is much more likely to be an inspiring force to the body of boys or girls who come under him as regards their own future development?—Yes, that is so, and of course it is felt immediately if such a man has, perhaps in the district or in the very next town, old college fellow students of his own in some other profession. A professional man himself?—Yes, and that gives him a new interest and a new friendship which is a great help to him and to the community where he lives, and improves the status of the educational profession itself indirectly." The relationship between the University and the elementary schools was closer still in Scotland than it was in England and Wales. Out of 4,215 male certificated teachers in Scotland 796, or one-fifth of the whole, were University graduates, and in the North-Eastern counties almost every village schoolmaster had a University degree. Mr. White told them that in New Zealand there were 250 University graduates against only three or four in South Australia, and it was a common thing in New Zealand, Professor Salmon said, for a teacher to give up for a time his appointment in order to attend the University, and complete his graduation course. There was no calling so laborious or so important, and which gave such few prizes as that of the public teacher. The Hon. Mr. Holder, who was by general public opinion not merely the permanent Treasurer of South Australia, but the coming Treasurer of Federated Australia—(cheers)—fortunately for himself left the profession to which his less fortunate contemporaries adhered, with the result that he obtained that political distinction which was denied to them. If they wished to attract to the teaching profession the best minds of the community they must increase its advantages. (Cheers.) They must raise its social and educational status, and they must recognise that teaching was a profession as much as divinity, law, medicine, or engineering. They must recognise also that the teacher, like the candidate, for these professions, should have the best training, with all the advantages of academic study, as well as the society and comradic life and the companionship of his fellows in his subsequent career. This was the psychological moment for action in the matter. The offer he had referred to had been under consideration for 18 months. They did not wish to hurry the department, but he