

spirit actuated them and would continue to do so, and that the edifice he reared would be supported and maintained by a band of earnest and devoted men and women, who esteemed nothing so highly as their duty and the truest welfare of those under their charge. (Loud applause.) Their greatest need was union—mutual sympathy and support—a community of interest. Let them strengthen their Association by every possible means, not looking merely to the present or to their personal wants, but in order that they might help those who needed aid, and by meeting together gain the knowledge of one another that led to fellowship and mutual confidence. (Loud applause.)

The Secretary's report, read by Mr. J. Harry, stated that there had been a few changes made in the personnel of the Executive Committee since last Conference. Mr. R. Hand, the Corresponding Secretary, had resigned his position in March last, and Mr. A. H. Neale had been elected to fill his place. The executive placed on record its appreciation of the work of Mr. Hand in connection with the establishment of the Union. Mr. Sullivan having resigned early in the year Mr. Cherry had been appointed to fill the vacant position. The executive had been called upon to spend a great deal of time and thought upon the work of the Union. Twelve meetings had been held in addition to the Delegates' Meeting at Easter, and a great number of committee meetings throughout the year. During the last nine months the average attendance of members had been eleven out of twelve on the committee. The Easter meeting had been well attended by delegates from all parts of the colony. It was decided that the next General Committee meeting should take place on the Saturday following Good Friday of next year. Although they knew wherein they could work with more effect, if it were not for the cost entailed, yet they felt that they had the confidence of the public in the work in which they were engaged, and that they were expected to do their best to maintain the efficiency of the schools. The support given to the teachers by the public and the Press in the colony imposed on them the obligation to in no way fall short in the performance of the high duties involved in their position.

The President moved—"That the new President be requested to wait upon Mrs. Hartley, and convey to her the expression of the teachers' continued sympathy with her." Mr. R. T. Burnard seconded. Carried. It was also decided to place a wreath on the grave of the late Inspector-General of State Schools.

At 11 o'clock His Honor the Chief Justice arrived to formally declare the Conference open. He was accompanied by the Minister of Education, Hon. R. Butler, M.P., the Hon. M. P. F. Baedrow, G. McGregor, W. A. Robinson, and R. S. Guthrie, M.L.C.'s, the Board of Inspectors, Messrs. L. W. Stanton, Chairman, C. L. Whitham, and T. Burgan; H. A. Curtis, Secretary; Inspectors A. Clark, J. T. Smyth, Plummer, Gill, W. L. Neale, Miss McNamara, Professors Tate and Mitchell, of the Adelaide University, the Rev. W. Potter, Messrs. Lewis and Rennie, Victorian delegates, and Messrs. Scherk, Carpenter, Hutchison, Wood, Price, and Hourigan, M.P.'s, Lady Victoria Buxton and Major Guise were also present.

The Chief Justice, after having accorded a hearty welcome to Lady Victoria, expressed his appreciation of the honour they had done him, and stated that the office which he filled had had distinction given to it because His Excellency the Governor and Dr. Cockburn

had previously filled it. His position recalled to his mind many old associations. A quarter of a century ago he was a member of the old Board of Education. It was the Boucaut Ministry, of which he was a member, which passed the Education Act in 1875. That measure was drafted by Sir James P. Boucaut, and he had the privilege of revising and settling it. It was introduced into Parliament by the then Minister of Education, Hon. E. Ward, and owing to that Minister and the Premier's courtesy he had the privilege of carrying the measure through Committee. (Cheers.) He was proudest of the fact that he had the honour of nominating, and it was by his personal influence with his colleagues that the late Mr. J. A. Hartley was appointed permanent official head of the education system. He had been invited to open the gathering on account of his connection with the University of Adelaide, between which and the public schools system of South Australia there was such close relationship. Quite four-fifths of the University students from the commencement to the present time had had their educational gradus ad Parnassum in the public schools of South Australia, and scholars from those schools had been amongst their most distinguished graduates. (Hear, hear.) He also recalled the fact that a large number of the students had attended the University by means of scholarships, which they owed to the bounty of successive Ministries and Parliaments of South Australia. Upon the other hand several teachers in the public schools had graduated at the University, and the higher public regulations were expressly framed for the benefit of members of that profession. In the elementary schools a number of the teachers were taking advantage of the regulations with the view to graduating in the University. In addition to that the public schools had undoubtedly shared in the educational stimulus which had been given throughout the colony by the University, and year after year still larger numbers of the scholars of the State schools went up for the Preliminary Examination. At the examination held that present month out of 594 candidates 115, or nearly one-fifth of the total, were sent from the State schools. (Cheers.) For nearly twenty years the late Vice-Chancellor and Inspector-General was a living link between the University and the State school system. His virile personality impressed itself upon the University only less strongly than it did upon the public school system, and his beneficial influence would be quite as permanent with the one institution as with the other. (Cheers.) "His memory long would live alone in all their hearts, like mournful light that broods above the fallen sun and dwells in heaven half the night." He wished to discuss a proposal which had been made by the University Council to make the connection between the University and the public schools closer, more permanent, and more beneficial

as ever. He referred to the offer which had been made by the University Council to take over the Training College and undertake the responsibility of the training of the candidates for teacherships in the public schools, and to do all that free of any cost whatever to the public revenue. (Cheers.) He would not refer to the question if it were a political or controversial one, but it had received the approval of a body of experts more competent to express an opinion perhaps than any body of men or women in South Australia—he referred to themselves. It had been advocated by one of the journals that morning, and had received the approval of Dr. Cockburn. The present Minister had been good enough on a public occasion, and in his place in Parliament, to express a wish that the proposal should be carried out, and in the recent interesting discussion upon the question of secondary schools in the House of Assembly members supporting the Government and members of Her Majesty's Opposition expressed strong approval of the idea. The proposal had its origin in the munificent bequests of the late Sir Thomas Elder. The Council of the University in casting about for the best means of giving the widest possible effect to the bequest came to the conclusion that the beneficent objects of the testator would be best accomplished by a step which would give the University a beneficial influence over every child in South Australia for all time through the medium of public schools. (Cheers.) The proposal was formulated fifteen or eighteen months ago, when he was upon the other side of the world, and the authorship was due to Professor Mitchell, who as a graduate of a Scotch University and a former member of the teaching staff of the University College, London, and examiner in secondary schools for the University of Cambridge had an intimate knowledge of the education question in every aspect, and had brought to South Australia the enthusiasm in its favour which had been kindled in the old country. The proposal was not intended in any way to disparage or to undervalue all which had been done for the advancement of elementary education in South Australia under the leadership of the late Mr. J. A. Hartley, and less was it intended to disparage the gifts or qualifications or the excellent work which had been done by the teachers of the public schools. The extension of elementary education was a necessary corollary to the democratisation of our institutions. "Our next business," said the late Robert Lowe, "is to attend to the education of our masters." The English Elementary Education Act was only passed five years before the South Australian Act of 1875. The extension of elementary education required two conditions. First, efficiency; and second, cheapness, and in estimating the result of the first they must not forget the limitations cast upon it by the second. In South Australia, however, they need not fear any criticism on the quality of the work which had been done at the public schools, and they need not screen themselves behind any such limitations. He would recall to them what they had read in the "Education Gazette," the testimony of Mr. D. White, the rector of the normal school at Dunedin, in New Zealand. He 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 thirteen abreast of boys in New Zealand aged fourteen. The address which Mr. White gave was not for circulation in South Australia, but for the information of the teachers of New Zealand. He further stated that what he saw of the educational system of South Australia kindled his enthusiasm, and they would remember his picture of the late Mr. Hartley spending his Saturday morning holiday giving lessons to pupil teachers at the Grosvenor Training College. Throughout that address Mr. White, when referring to the character of education in the other colonies, always came back to a panegyric upon the state of things in South Australia. (Cheers.) But when they turned to the training of the teachers they touched the weak point in the education system. There was no deficiency in the quality of the training. What was wanted was a larger quantity of it. The high standard which had been attained by the elementary school teachers 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 self-improvement. What he said implied no blame to the Minister of Education or his predecessors; it implied no censure upon the late Mr. Hartley, or upon Colonel Madley, who had been the Principal of the Training College for a score of years. It implied no censure upon Mr. Andrew Scott, who was the present able, conscientious Head Master 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 high training for the school teachers. The wise words of Goethe, "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 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 his mind the fact that in Germany it was a common spectacle to see a Doctor of Philosophy or a man of high literary attainments teaching children their alphabet, and that gentleman reminded him that the Jesuits in their schools—and there had been no more successful masters of the art in the whole history of education—had, and still made it a practice not to allow a teacher to take 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—"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; but 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." Now, he took a passage from the report of the Committee of the Lords' Council in England on the question of elementary education for 1896-7. "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 realized 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 took one more quotation. It was a 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 teachings. The mistake is probably due to ignorance of the conditions, duties, and prospects of work in primary schools, nor does it indicate a proper and liberal view of the teaching profession." Let him recall the course of training of teachers of the department. Four years as a pupil teacher; one year at the Training College; half of that year employed in teaching—in carrying on work in 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 mind what happened two years ago. Thursday last was the sad anniversary of the death of Mr. Hartley, and the promotion of Colonel Madley from being Principal of the Training College to be Commissioner of Police was only a few days earlier. 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. Andrew Scott, who had previously held the first office. What had 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 thirty or forty years ago, and he would not himself have liked after the physical and intellectual toil and expenditure of moral force as well during the whole forenoon to have to take lessons from a trained school teacher, however skilful. He hoped, if these observations were well founded, 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. (Applause.) The students of the Training College were necessarily placed upon half-time, and instead of having for every six months five hours' teaching a day they received only three hours a day. He invited them to consider the results, and would take them from the official report of the Master of the Training College, who stated:—"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 reason 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 stated:—"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." The judgment of their friendly critic, Mr. D. White, of New Zealand, was in the same direction. He stated—"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 classification of teachers." For their consolation as South Australians he pointed out that retrenchment 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 described how the poor pupil teachers had had to pick up scanty crumbs of learning, and stated—"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 for small schools or as assistants." He would compare the system of training here not with that of Germany, in which all schools were taught by trained teachers of high qualifications, but with the training given to the pupil teachers in England. There, at the end of four years' apprenticeship, there was an examination called the Queen's Scholarship. Those pupil teachers who passed that examination were eligible to enter Training Colleges. There they had two 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, and the department had given those fortunate students the further alternative of having instead of the third years' training one year's residence in France or Germany to study their educational system. 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? The public conscience was also involved in this question. They invited boys and girls to give the flower of their youth with the promise that if they passed through that four years' term they would be trained to become members of the teaching profession. Did they answer that implied contract by giving them six months' training? 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. (Cheers.) He would not press the Ministers 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 take a degree, be at all events within hail of its acquisition. The University proposed that during that period the pupil teacher should be trained alongside the students in the arts and science courses. (Cheers.) And they proposed in addition that lectures should be given as lectures were given in the old country upon the theory and practice of teaching—upon the science of education, in fact. The question had occurred to them—were the pupil teachers

abreast of the students at 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 which was taken by candidates for the senior public examination with a view to entering the University. (Cheers.) He would 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 in respect to 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 the Training College with apparently high expenses. The cost of maintaining the students of the College for the year, taking the same number as at present—twenty-four—was about £900. If the offer 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 any expenditure on the Training College, and he appealed to them to say if the expenditure of a few hundreds pounds was not a bagatelle compared with the advantages to be derived. (Hear, hear.) The system they advocated had been tried in England, and had proved to be a great success. The 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, and 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 the Universities increased every year. Last year the number of Queen's scholars attending 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 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—"Is the supply of pupil teachers falling off?"—and he 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 fifty places have been gained by the various day Colleges by students who would otherwise have divided themselves among the London Colleges. We have noticed a decided falling off, and although we used always to secure one of the four or five places in 1890, last year—that is in our first public 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, A. 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 professions. A professional man himself?—Yes, and that gives him a new interest and a new friendship which is a growth to him and to the community where he lives, and improves the status of the educational profession itself indirectly." The relationships between the University and the elementary schools was closer still in Scotland than 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 a almost every village schoolmaster had a University degree. Mr. White told them that in New Zealand there were 200 University graduates against 3 or 4 in South Australia, and it was a common thing in New