

exist between the industrial condition of a country and the attitude of the country towards University work. It is generally accepted that the reason why Germany occupies such a high position in certain branches of industry, especially those founded on chemistry, is that the Universities of Germany have fostered the work of investigation more than those of any other country. What I wish to make clear is that Universities are not luxuries to be used or not as we may please. They are necessities. Their work lies at the foundation of national well-being."

Professor Forsyth, F.R.S., Sadleiran professor of mathematics, Cambridge declared: "The plain fact is that the living active nations of the world have come to recognise and to act on their conviction, that no State or community can afford to be without the best attainable education. It is not that the Universities and colleges shall produce a cultured class. Their influence extends directly and indirectly over the whole nation. If they are neglected or hampered, then the State or the nation subsides into impotence and falls into decay. For professions like those of medicine or engineering, the advantages of proper training are so palpable that it is almost absurd even to mention the fact. But in occupations remote from some courses of University studies, the advantages are found to be of no less importance. Moreover, the intellectually trained man becomes thereby a better citizen in all the activities of life. Indeed observation of the world at the present time indicates that the best education is generally the best training of men for the proper service of the State."

Dr. G. Sims Woodhead, Professor of Pathology, at Cambridge, in an account of his visit to Copenhagen, wrote: "The Danes, a very small nation, are keenly alive to the fact that they are dependent for their prosperity, not on their numbers, but upon their educational system in all its steps and grades. The University of Copenhagen has been considerably enlarged recently, and the nation is making every effort to have its education as efficient as possible. In connection with their University they have two aims. They think that on the one hand it should be a sort of learning pure and simple; that every effort should be made to encourage the accumulation, preservation, dissemination and formation of knowledge. This they say does not appear at first sight to pay, but they are satisfied that in the long run it does, and very good interest too. In the second place, however, they lay great stress on the necessity there is for the appreciation of knowledge to the every day occupations and requirements of the people. The result of all this is that Denmark is taking her place as one of the nations of the world that have to be reckoned with, not only in Literature and the Arts, but also in Industrial Science and Practice. Her agriculture, her machinery, her technical work of all kinds are amongst the best, and in these she gains a thousand fold what she spends on her University. A young country, like a small country, must make the best of its materials, and this it can only do by setting aside some of its sons to direct the labor of others, and to keep a keen outlook for anything that may be useful to the country as a whole."

THE SOUTHERN SYSTEMS.

It was of infinite importance to the teachers that they should have a thorough course so that they might obtain a fundamental grasp of the principles they sought to instil into the minds of their scholars. (Applause.) The teacher's influence was immense. It was almost above that of the parents even, and had much to do with shaping and moulding the minds of the rising generations. The faculties of the pupils were plastic and impressionable and the responsibility of the teacher was approaching the appalling, so portentous was it. Therefore, seeing this great and grave responsibility regarding the future of the nation, he considered the teachers should be given opportunities for a better training. (Applause.) He would tell them what the University of Melbourne did for teachers in Victoria. Their plan of arrangements was as follows:—

1. Free Studentships: The Education Department is allowed to nominate every year 20 students being certified teachers of the Department, for the course for the Diploma of Education. This is a two years' course so that in any year there are 40 students attending lectures without fee on the nomination of the Department. The nominated students attend evening lectures which are provided principally for their advantage, 40 out of 78 evening students being departmental nominees. By the amending University Act of 1904, £1000 a year is granted to the University for the provision of evening lectures in mining, agriculture, and education.

2. Diploma of Education: The course for the diploma of education is a two years' course, the subject of the theory and practice of education forming in each year one of four subjects, the remaining subjects being common to arts and education. By arrangement with the Department the principal of the training college is lecturer in education at the University. Ordinary University students pay to the Department for the subject of education, £4 4s. a year, unless they are graduates or are taking a special course for some degree, in which case no fee is paid to the Department. In return certificated teachers and pupils of the training college are allowed to enter for the diploma of education for a fee of £6 6s. a year. The fee for the corresponding subjects taken as part of the arts course would be from £9 9s. to £15 15s. a year. Students having the diploma of education who desire to proceed to the arts course can count the subjects passed in the education course on making up the difference in the fees.

3. Reduced Fees: Certificated teachers may enter for the subjects of any year of a degree or diploma course on payment of a fee of £5 5s.; if successful in passing they are returned as having passed in single subjects and these subjects are counted by the Education Department towards departmental honors in its system of classification. A certificated teacher who has in this way passed all the subjects for any degree or diploma in the prescribed order can obtain the degree or diploma by payment of the difference in fees.

In Sydney they assisted the teacher in this manner:—

By an Act passed in 1902 the University endowment was increased from £5000 to £10,000, and the Senate was placed under an obligation to allow the students of the training schools established under the Public Instruction Act of 1880, and such other persons training for the position of teacher under the Department of Public Instruction as the Minister may approve to attend, for the purpose of graduating in arts or science, the University lectures for the period of such graduation, without the payment of any fees, provided that such students and other persons shall previously have passed the entrance examination prescribed by the University by-laws.

In South Australia again the members of the Education Department were encouraged to advancement as follows:—

Teachers in training taking the University courses are not charged fees for lectures or examinations. Those intending to become teachers and certified by the Department are granted for public examinations. The Education Department has the superintendence of students at the University. The University and Education Department co-operate and a large number of the State school teachers throughout the country are enabled to spend two years in Adelaide, where they do most of the work required for a degree and in addition receive a thorough training in educational methods and in practical teaching under the superintendence of competent instructors.

Tasmania gives her teachers these specified advantages:—

Candidates for employment as teachers under the Education Department find it advantageous to pass the public examinations. The regulations of the department provide that candidates for employment who have passed the junior public examinations, and are 19 years of age, may be provisionally registered as eligible for employment as teachers in class iv. of the Education Department classification of teachers, and that candidates who have passed the senior public examination may be provisionally

registered as eligible for employment as teachers in class 3 of the Education Department classification of teachers. The regulations of matriculation of the University provide that teachers under the Education Department of Tasmania who are duly certified as having passed the examinations prescribed for certificated teachers of the first or second class, and also as having passed in Latin or French at such examinations, shall be qualified for matriculation. Several teachers are now studying for degrees at the University. Inspectors of the Education Department recently recommended that the examination of teachers under the Education Department should be conducted by the University. A professorship of education would enable the University to establish a course of training for teachers in the theory and methods of education.

By granting diplomas the Tasmanian authorities were doing a good thing. He (the speaker) advised all teachers to obtain a diploma when they could as it gave them a status wherever they went,

and such was their due after a number of years' hard work and study. (Applause.) He might say that the New South Wales Government were so satisfied of the benefits of the University training for teachers that they had lately doubled the grant or subsidy for the purpose. Queensland needed a proper system, and should inculcate the elements of a stated science. (Hear, hear.) They required to realise the fundamental principles underlying the curriculum. The science of teaching was as deserving of a diploma as the science of law. There were different ideals for various systems. The history of education should be digested, and also the problems of human nature itself. (Applause.) Proficiency in teaching was one of the highest ideals possible. He believed that the teachers of the State would express a decided desire for the establishment of a University in Queensland. (Loud applause.)

Mr. Forsyth (Glenvale) in moving a vote of thanks to the lecturer asserted that it was quite manifest that the Queensland educational system would not ever be complete without a University. He thanked the Attorney-General for his excellent address. (Applause.)

Mr. Denniss (Wilsonton) seconded the motion and voiced the teachers' appreciation of Mr. Groom's oratory. (Hear, hear.) He endorsed Mr. Forsyth's opinion, and was confident that Queensland's educational structure was unfinished until the coping stone of a University crowned the edifice. (Applause.)

Mr. Jas. Spiers (Toowoomba East), and President of the Queensland Teachers' Union, in supporting the motion of Mr. Forsyth, paid a graceful tribute to Hon. L. E. Groom, and observed that it was not necessary for them to refer to Sir S. W. Griffith, Mr. Justice Isaacs, or any other to get a specimen of the material produced in Australian Universities. The Federal Attorney-General was a splendid illustration. (Applause.) Although the Minister was so busy a man with his Administrative work on every side, yet he readily consented to address the Association upon the very important project of a Queensland University. They should be doubly grateful to Mr. Groom. (Applause.)

The President (Mr. Gray), conveyed the vote of thanks, which had been very cordially acc'aimed, to the Minister, who acknowledged the appreciation.

It is probable that the D.D. Teachers' Association will be represented at the University Congress at Brisbane, on 13th November, instant, by Mr. G. J. Allpass, B.A. (Toowoomba), and Mr. Thomas Kidd (Stafford).