TEACHERS AND THEIR MISSION.

The proceedings of the Public Schools Teachers' Union offer an interesting study in conceptions of duty and methods of service. On the opening day a fine assembly of teachers listened attentively to eloquent and enthusiastic addresses from distinguished educationists and clergymen, counsellors concerning school aims and objects, and the grave and growing responsibilities attaching to the task of instructing the young. In subsequent sections, the members of the Union engaged in the consideration of the defects of the education system, the advocacy of schemes of reform, and the trials and difficulties—many of the most trying—of teaching in the national schools. Some of the lessons learned from practical experience are in striking contrast to the ideas of outside theorists. On a superficial examination, teaching looks so happily, universally precarious. Endowment was heartily given to the sentiment expressed by His Excellency the Governor, that the teacher’s position was exacting and the stress for education is character—"Righteousness, truth, and honour are the qualities upon which character is founded, and those qualities form the basis of the commonplace and love of country, which are identified with the great traditions of the Anglo-Saxon race." No outcry on education could be too large if it would assure to the State a high standard of citizenship, disciplined, industrious, and devoted to duty. This conviction has been increasingly apparent in recent years, and it is producing beneficial effects in relation to school work, and the confidence and assistance given to youths and girls to make a fair start in life. In this vast southern continent the exceeding sparseness of the population accentuates the need of developing men and women who shall rightly esteem and use the exceptional privileges associated with Australian nationality. The teachers therefore, must be ready to address the country in inspiring words which Shakespeare put into the mouth of Richard II.:

Look not on the ground. You are a man! Am I not right? Right is our longing.

The demand on teachers in reference to the formation of character should always be kept in view, for it would be a serious mistake to burden them with responsibilities in that regard which more properly belong to others. In his able and brilliant address Professor Jethro Brown appeared to the speaker, "Efforts are made to teach too much the child, as though it was never going to have any more education after it left school." Apparently, faulty education is one form which can be fairly attributed to intellectual immaturity. Instead of leaving school with an abiding love of learning, the average boy is tempted to follow a bad example, after a severe cramming under Dr. Blinlter, set himself heartily to forget everything he had been taught. The "rights" of the growing boy or girl thus by odds, all overexamination, and everything else which directly or indirectly tends to retard healthy development. The school-boy and schoolgirl knocked up to the point of exhaustion by study, and children relieved of undue strain.

As the Acting Minister Education has promised that amendment shall be made in the schedule of hours and terms, and it is reasonable to expect that their carefully devised proposals for the reorganization of the Department, and their request for fresh concessions to the teachers, will be speedily granted, with the full support of Government approval. A new Act covering primary, secondary, and higher education, in all its branches must soon be added to the volume of the "Government Education System." It is the business of the children, the schools and the teachers to see that the appeal to the child mind and affections is lost effect. It is singular that so keen an observer as Mr. Groves ought to have formed a somewhat disparaging view of the influence of the church at a time when they are assisting them, as the Professor himself points out, in the education of character training, and are devoting more attention than ever before to the organization and improvement of Sunday schools, with manifest advantage to many of their pupils who receive Biblical instruction and kindly counsel in those institutions. If the church for the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot but feel that the teacher as they once did, they should promptly recognize the loss of the power. The State cannot